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ABSTRACT

The 34 brief articles in this sourcebook for family day care providers are presented mainly in two large sections: (1) management of family day care business, and (2) interaction with children. Many of these articles pose and provide answers to questions that are likely to occur to child caregivers, such as "Does the IRS really expect me to keep all these receipts?" "What can I expect an infant to be like?" and "Why are art experiences important?" The first large section focuses on three subtopics: business, health and safety, and food. Subsections of the second large category discuss characteristics of and appropriate responses to infants and toddlers; program planning in the areas of art, science, and number skills; and ways of responding skillfully to situations involving issues of right and wrong, discipline, and children's interest in sex. The brief introductory section of the sourcebook discusses problematic aspects of conducting a business in a family setting and the parent/provider relationship. Summary remarks detail the developmental characteristics of children from 2 to 12 years of age in terms of appearance, abilities and social relationships, and suggest age-appropriate developmental activities. (RH)

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Resources for the Family Day Care Provider

Edited by: Jeanne Brown, Irene Hathaway and Lynn Lueck

Research Director: Alice Whiren
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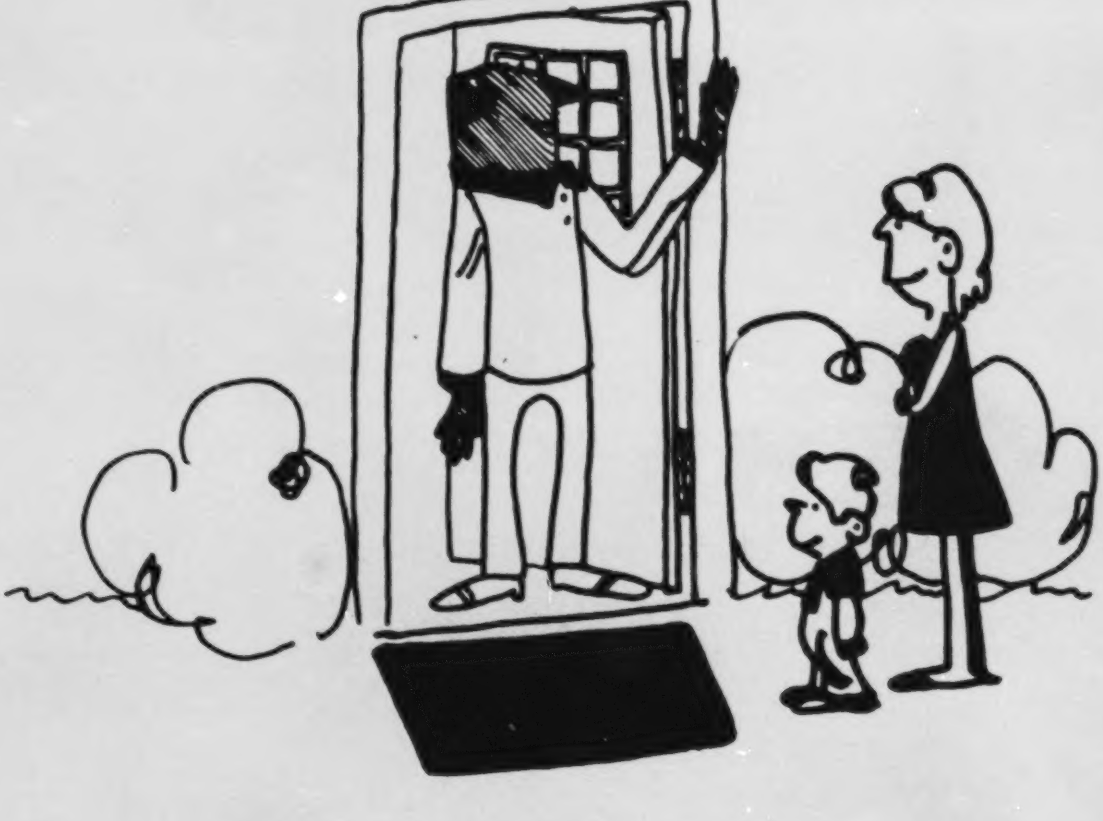
Illustrated by Catherine Ryan Ferguson

I. Introduction



MY JOB, MY FAMILY AND ME

By Alice Whiren

FAMILY DAY CARE IS A PRIVATE BUSINESS.

General Information

What is a family day care provider?

A family day care provider is a licensed worker who provides child care in his/her home as a private business. The occupation is recognized at local, state and national levels as an important social service.

How long has family day care existed?

Care giving by neighbors and friends in exchange for money, goods or services is the oldest form of child care. The number of families relying on family day care has increased a great deal since World War II. The state began to regulate it only when increasing numbers of parents were in the work force and had to use child care services from people whom they didn't know well.

How important is family day care to the general economy?

More than 23 percent of all children receiving day care are in licensed family day care homes. Only a little more than 6 percent are in day care centers. The remaining children are either unsupervised, in unlicensed homes or cared for by relatives. More than six million working parents depend on other caregivers to supervise their children.

How can I communicate with my family and neighbors about my work?

When any individual begins work, he/she needs to think about and discuss the problems that may be associated with the job. Unfortunately, many family day care providers begin to work without asking and answering the following questions:

- What activities will I have to give up if I work?
- Will the extra expenses of the job leave me enough money to make it worthwhile?
- How will my working affect my own children?
- Can I work and do all the little extra things I used to do for my family?
- Should I work and do all the little extra things I used to do for my family?
- Does my spouse want me to work?
- Is my spouse willing to help with the household chores?
- How can I keep up the housework, laundry and yardwork?

FAMILY RELATIONSHIPS AND MY JOB.

What is reasonable to expect from my spouse and children in the way of help?

Because family day care providers work at home, they may find the answers to these questions easier than many working people do. Problems may arise, however, if they haven't looked into these before they being to work.

In what ways will I alter my life-style when I begin to work?

Many providers are parents of preschool children and therefore are tied down to the home, with limited opportunities to participate in community affairs. Providers may continue a more limited level of participation in the community by either taking the children with them or hiring someone else to supervise the children for a few hours. In either case, the parents of the children receiving care need to know where their children are and who is supervising them at all times. But remember, you are being paid to provide good, planned care for children, not just to work them into your normal routine.

How will my children be affected by my working?

There are several ways in which children may be affected by day care children in their home:

--Children learn many new words and new ideas by associating with peers.

--Contact with other children may increase exposure to communicable disease. Complete immunization for your child is important.

--Children will be exposed to new ways of behaving that they may imitate.

--Jealousy may be a problem part of the time, depending upon the needs of the other young children. The ages of your children and the day care children make a difference.

--Friendships develop between children who play together.

--Older children whose mothers and fathers have not both worked before may find that their parents do not have as much available time.

--Older children without younger brothers or sisters can learn how to care for little children, thus preparing them for future parenting.

What effect will working as a family day care provider have on my family?

Regardless of the type of work, if an individual begins to take on additional jobs, changes within the family can be anticipated:

--It's harder to keep the house neat and clean with more people living in it.

--Days off, vacations and holidays need to be worked out for both spouses.

--Care giving is simply hard work. Fatigue may have an impact on your relationships with all family members.

--Usually, the increased economic independence of the individual is greatly valued.

How can I make the relationship between my job and my family work better?

First, think of yourself as having a private business. If you do this, then you will recognize that you have the ability to:

--Determine the range of services provided.

--Determine the hours you work.

--Select the children and families you want to serve.

--Determine the age of the children you wish to serve. Some providers serve only preschool children while others try to serve all ages.

--Set businesslike relationships with parents regarding substitutes, days off, hours and payments.

Second, be open to discussion of problems that may infringe upon the rights of family members, such as:

--Where day care children may play and with what toys. Privacy and personal property should be respected.

--Differences in discipline if these exist between your own children and the day care children.

--Conflicts which invariably arise when family members want you to do something with them when you have commitments to your day care children.

--The degree to which teen-agers and spouse should be involved in your business.

Why do people act as if I'm doing nothing but babysitting?

Though some of the care the providers give to children can be made part of the regular homemaking activities, the provider is expected to spend a sizable amount of time focusing on the needs of the children he/she cares for. Family day care providers are working men and women and need to see themselves that way. Only then will family members and other people in the community see them as more than babysitters.

PARENT-PROVIDER RELATIONS

By Margaret Crawley and Alice Whiren

Why is it important to establish and maintain good parent-provider relationships?

In a day care situation, parents and providers share the care of a child. Most parents and providers have similar goals and hopes for children. Both want to see the children develop in healthy ways, to become able to care for themselves, to have confidence in their abilities and to be concerned about other people. Parents usually rear their children much as their parents raised them. They reflect their culture and ethnic backgrounds as well as their philosophy. Children can adjust to some differences, but there should be consistency between the way a child is treated at home and in the family day care home on major concerns. Parents provide this by choosing a caregiver who shares some of their basic attitudes and values.

How can I establish and maintain good relationships with the parents of my day care children?

You can:

--Practice basic communication skills, which are important tools in developing good relationships with all people.

--Take the time to listen carefully to what parents say to you. Life is so busy and rushed sometimes that we do not really hear what people say. To listen well demands concentration.

--Be sensitive to feelings which parents may have but are not able to express in words. For example, the parent of a new baby who is feeling very nervous about leaving the baby may need your reassurance that you can be trusted to take good care of that baby. You could ease the parent's unspoken fears by inviting the parent and the baby to spend a morning with you in your home and observe how you handle the other children.

--Set up initial interviews with parents. It is important to you, as a provider, to know how discipline is managed and what routines the parents expect.

--Have some definite plan for maintaining good relationships with parents. Plan to give them information about the child daily.

How do I conduct the initial interview?

If possible, have the parent and the child come to your home. The interview should be a time when you can be relaxed and have the time to talk in depth with the parent. Arrange to have the parents come to visit while the children are present. They need the opportunity to see how you work with children so they can decide if their child would fit into your home. If the parents have concerns, they can inquire during the interview.

Give the parents an opportunity to talk to you. Listen carefully and find out all you can about the child and his/her family. This information will help you to understand the child and to work with him/her effectively.

Assure parents that you want to work with them and that you will always be supportive of their parental role. It is important that children in family day care homes be able to distinguish between their home families and the day care families.

State honestly and clearly your position on such important issues as discipline, feeding, toilet training, rest periods, times that children are to be picked up, pricing standards and methods of payment.

When telling a parent how much you charge, it is helpful to be able to list your expenses accurately and to explain what service fee you want to charge after your expenses are covered. Let the parents know how often and in what manner you would like to be paid. When you talk openly about money, you make your position clear to parents so they can

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work out a payment plan that will be acceptable to both of you.

If you want to use a written agreement, explain this to parents. A contract can help both you and the parent to look ahead to situations which might occur and to work out ways of dealing with these situations before they develop into a crisis. Such situations could include how to handle a serious accident and holiday periods for the caregiver and the child's family.

The parent may want some time to make a decision about your home. Let them know how long you'll keep a slot open for their child and ask the parents to call you even if they decide not to use your home so that you can look for another child.

What can I do to build and maintain good relationships with parents once the child is in my family day care home?

Take time to talk with parents in the morning and in the evening. In the morning ask about anything that happened at home that would affect a child's behavior--perhaps the child had a bad night with little sleep or no breakfast or maybe a pet died. In the evening, share some of the good things that happened during the day so that parents will not miss out on their children's learning. Do not burden parents with every little problem that comes up, but if something happens repeatedly, parents should be alerted. Perhaps they can assist in finding a solution.

Give lots of feedback to parents. Let them know that you are aware of the good things that they do. "I appreciate the way you always come on time to pick up your baby." Or: "Thank you for sending treats for all the children. It made our snack time lots of fun and gave your little girl a chance to feel very important and helpful." Also let parents know when you are not happy with their behavior. "I understand that it is not always possible for you to be here on time, but this is the third time that you have been late this week. I have made plans with my own family for tonight, so having the baby still here is inconvenient for me. And it's tiring for the baby."

Try to enjoy all your day care children and their parents. Accept and learn from their differences and share your common ideas and concerns. Your life will be made richer and more interesting through your contacts with many children and their families.

II. Management of the Family Day Care Business

FEES

By Marilyn Nagy

How do I know how much to charge?

As a family day care provider, you provide a valuable service and deserve at least the minimum wage. You need to consider all the costs of providing family day care and add for your time. For example, if you are licensed for five children, it is likely your expenses average at least $15 per day. (Consider meals, snacks, insurance, consumable supplies, utilities and other day care-related expenses.) To your daily costs add a wage that at least equals minimum wage. Let us say you work 10 hours per day and minimum wage is $3.35 per hour or $34 per day. Add $15 for expenses which means you need to gross at least $49 for the day. Divide this by four youngsters and you have an hourly rate of $1.25 per child. In reality, not all children will stay for 10 hours, nor will you always have present the maximum number of children for which you are licensed.

Should I charge by the day or by the hour?

Many family day care providers who used to charge by the day now charge by the hour. They feel this avoids the problem of children's staying late without extra compensation. It also brings in extra money because they are paid more per day.

What about parents who consistently pick up their child after the time they have said they would come?

The problem would solve itself in many cases if you charged by the hour rather than by the day. Some day care providers add a charge if the child is picked up after a certain time. Some providers find the extra 15 minutes or half hour does not interfere with their family activities. If it does interfere, be firm with the parent and say the child must be picked up earlier because your day care responsibilities are conflicting with your family activities.

My costs keep going up. How can I keep up?

At least once a year you should adjust your fees to reflect increases in the costs of operating a day care home. One idea is to ask mothers of toddlers to bring their own disposable diapers. You could also consider asking each parent to pay a nonrefundable $5 or $10 initial fee to cover their proportionate share of your liability insurance policy. Do not hesitate to ask for such an initial fee. Parents who have had any experience with a day care center will have been expected to pay anywhere from $15 to $25 which is nonrefundable. You may find it helps to charge extra for each meal served (i.e., breakfast 75¢, lunch 75¢) and include only a mid-morning and mid-afternoon snack in your basic fee.

I can't break even on what the Department of Social Services pays for day care. If I am licensed, do I have to accept children whose fees are paid by DSS?

No. You are free to accept for care any children you choose. If you do, however, take a child whose fees are paid for by DSS, you must accept that fee as payment. This leaves you in the awkward position of receiving considerably less than the minimum wage and less than you might charge other families. It is only when all family day care providers will decide their services are really valuable and refuse to accept the payment from DSS that the Department of Social Services will be forced to pay rates that enable you to earn at least minimum wage.

What if a parent just stops coming and owes me money?

You have several options for collection. First, you can send a statement to his/her home address, keeping a copy for your records. Indicate the date by which you expect payment. If the parent does not pay you by the due date, send a letter to the local credit bureau indicating the circumstances of the nonpayment. Be sure to send a carbon copy to the parent who has not yet paid. (Your local banker can tell you the name of the credit bureau that serves your area.) Most people will usually be concerned enough to try to make payment because they do not want to have their credit rating damaged further. If this does not work, you can try small claims court.

Don't I have to get a lawyer to go to small claims court? Is it really worth the cost?

You have to pay a minimal filing fee, ranging from $6 to $15, to file the simple form with the court. You cannot have a lawyer in small claims court. When your hearing date arrives, you explain your side of the story to the judge, who makes a ruling. The ruling will probably be favorable to you in the case of nonpayment. However, if the parent does not have the money, you may still have a difficult time collecting. The best alternative is to avoid getting in the situation in the first place. The judgment from small claims court can show up on parents credit report.

How can I avoid having parents skip out on bills?

The best way to avoid being stuck without payment is to require payment one week in advance. At the most, no parent should be allowed to be more than one week behind. If you are firm about requiring payment and parents are short of cash, you will not be the one who is not paid. Other creditors are usually in a better position than you to wait for payment. You have to realize that family day care is a business and follow business procedures.

Wouldn't parents object to paying in advance?

Day care centers always require payment in advance, so there is nothing unusual about your expecting payment in advance, too. When you agree to do day care, you should draw up a contract that fully explains your and the parents' responsibilities. This should minimize misunderstanding. Draw up your contract to suit your needs. A local office supply store usually can arrange to make enough copies for your purpose. Be sure you and the parent each have a signed copy.

What about casual day care for parents who work only part time or for parents who want me to babysit while they go shopping or play cards?

Babysitting for children on a part-time basis can be an excellent way to earn extra money and provide a much-needed service. Many parents do not need full-time child care but are willing to pay for quality care when they need it. You may wish to charge a slightly higher rate for occasional sitting, with a four-hour minimum. (For example, you might charge $1.50 per hour with a four-hour minimum, earning you $6.) You may be able to pick up additional money by sitting for older children of working parents before and after school. Many parents are looking for quality care during these times. Let your local school secretary know you are available for this type of part-time care.

FINANCIAL RECORD KEEPING

By Marilyn Nagy

What kinds of records should I keep?

You need to keep several kinds of records and all are important. The first is a record of what children were at your home, when, and how much the parent paid. Some type of log that is handy and simple is best for this purpose. At the end of the year you can prepare a statement for each parent who is employed or a student that indicates exactly how much he/she paid you. This will help them prepare their IRS Form 2441 (Credit for Child and Dependent Care Expenses) and minimize the chance of their claiming to have paid more than they actually did. Save this log for at least three years in case you should be audited by the Internal Revenue Service.

What about records of food costs?

It is not always possible to separate family food costs from day care food costs, but you must take some effort to do so. One way is to circle specific items on the grocery receipt, total them and record in a record book, keeping the receipts. A somewhat easier way is to cost account specific menus you frequently use and then multiply the average meal cost by the number of meals served. If lunch and two snacks average $1.10 per day per child and you serve 20 per week, you would show $22 for the weekly food cost (20 x $1.10). Remember, though, that you have to subtract from this amount any reimbursement you receive from a food program when determining how much to report as an expense on IRS Schedule C (Profit or Loss from Business or Profession).

What about my utility bills?

Utility bills can be totaled for the year and a percentage claimed as a deduction. Save your utility receipts for at least three years. (The section on taxes explains how to determine and compute the proportion of utilitity costs that is attributable to family day care.)

What kinds of records do I need to claim transportation costs on my Schedule C (Profit or Loss from Business or Profession)?

The Internal Revenue Service will accept a log if you include the starting and ending mileage as well as the date and purpose of the trip. At the end of the year, total the miles driven related to your day care business and multiply by the current per mile amount in effect by the IRS (.20 in 1980). Be sure to include miles driven for shopping and field trips. It is not necessary to keep a log of any trips except those that you claim are related to your day care business.

What kinds of records should I keep on each child?

You should have a registration form that provides background information on the child, including the name of a relative and friend that could be called in an emergency. You need to have a medical information and release form signed in case emergency medical care is ever necessary. The medical release form needs to be notarized or it will not be accepted by most hospitals. Be sure the medical release form includes a statement that the parent agrees to reimburse you for the cost of any emergency medical treatment in the event you cannot reach him/her. The medical form should include a place for the parent to indicate his/her medical insurance company and policy numbers. In cases of divorce, it is important to know who is responsible for paying the child's medical bills. This is usually determined in the divorce decree. If the parent who brings in the child does not pay the medical bills, you may wish to get some assurance from the parent who is responsible for the medical bills that he/she will agree to pay you for any costs incurred.

What about receipts for purchasing drawing paper, crayons, and other consumable items?

Keep receipts for all purchases regardless of whether the whole item is deductible as an expense or only a portion of it is allowed. Receipts for items that are consumed such as paper and crayons, should be kept for three years. Receipts for items such as fences, furniture and equipment that must be depreciated must be kept for as many years as you are depreciating the item, plus three.

Does the IRS really expect me to keep all these receipts?

Yes. The burden of proof is always on the taxpayer. If you cannot prove the expense, they have the right to disallow the expense as a deduction. To protect yourself, buy a good record book and several file folders, and set aside a safe place to keep records. If you do not wish to purchase a metal file, you can usually purchase a cardboard record box (also known as a transfer file) from most office supply stores for several dollars.

This transfer file is a good place to put and keep all previous years' records. You will need a file folder for each year marked CURRENT RECEIPTS FOR CONSUMABLE ITEMS and one labeled RECEIPTS FOR DEPRECIABLE ITEMS. Keep these folders in a safe yet convenient place. They will be most helpful at the end of the year when you do your income tax, whether you do it yourself or take it to a preparer.

If I take my receipts to a tax preparer, will he/she know what to do?

Not always. Many tax preparers are trained to do individual income tax forms for people who work for others and have few deductions. You should take the tax information that is included in this booklet with you and be sure the preparer understands that this is a business you are running that is exempt by law from the exclusive use test required for home deductions (Public Law 95-30, 1977). You may find that by the time you get the figures ready, you can complete Schedule C yourself. The section on taxes provides examples and tells you how to complete the form.

What if I am audited by the Internal Revenue Service?

Keep the appointment, taking all your receipts and logs with you. Answer the questions asked concisely and show related receipts. If you determine the auditor is not familiar with family day care, you may find it advantageous to explain exactly what you do and provide an idea of the types of expenses you incur. Remember, too, that your deductions are limited to the amount of your earnings. Trying to claim expenses in excess of your earnings will red flag your income tax for an audit. Persons who work at home and are self-employed have a greater chance of being audited than those who work for an employer.

TAXES

By Marilyn Nagy

Do I have to report my earnings from my family day care on my income tax?

Yes, definitely! However, you can also deduct many of your costs, which reduces the amount on which you must pay tax.

What types of expenses can I deduct?

You can deduct expenses incurred in the process of operating your family day care business. Some expenses are totally deductible. Others can be only partially deducted because they must be prorated between family and day care use. Other costs must be prorated and proportioned because the items will last many years and be used by both your family and the day care children.

How do I know which must be depreciated?

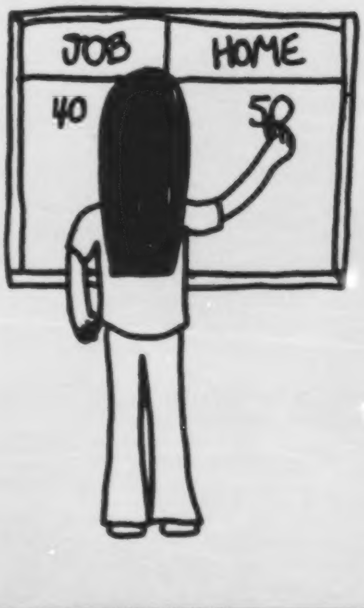
Generally, items that cost over $100 that will not be consumed (used up) in the year of purchase must be depreciated over what is known as the useful life of the item. For example, a refrigerator purchased for $492 is estimated to have a useful life of 15 years. You divide 15 into the purchase price to get an annual amount of depreciation. (There is an example on page 13 of this publication.) The listing includes items that would typically be depreciated by day care providers and suggested life expectancies. This is known as the S/L or straight-line method of depreciation, which is easiest for most people.

How do I know which items must be prorated?

Generally, items that are used by both your family and your day care children must be proportioned between the two. Using the refrigerator example above, when we divide $492 by 15 we get an annual depreciation of $41. Let us assume that a larger refrigerator was purchased than the family needed because of the family day care business. Considering the size and the amount of use for day care food, it is determined that 40 percent of the use is for the day care and 60 percent is for the family. We then multiply the annual depreciation of $41 by 40 percent and we find that $16.40 can be listed as an expense each year on Schedule C2 (Profit or Loss from Business or Profession). All depreciated items are listed individually on Schedule C2. The total of the depreciated amounts is then listed on Schedule C, line 6.

How do I go about prorating use between my family and my business?

First, you have to decide what percentage of the week it is used by each group. A refrigerator might be 60 percent family and 40 percent day care. A couch might be 75 percent family and 25 percent day care. A swing-set might be 20 percent family and 80 percent day care. Remember, you must consider all the hours in a week when computing percentages (7 days x 24 hours = 168 hours per week). Unless you have no children of your own, you will be expected to prorate purchases of equipment such as swing-sets, fences and large toys between your family and your day care business. If you can show that you would not have put up a fence, except that the Department of Social Services required it as a condition for registration, then it could be fully deductible by depreciating a percentage each year over its expected life.

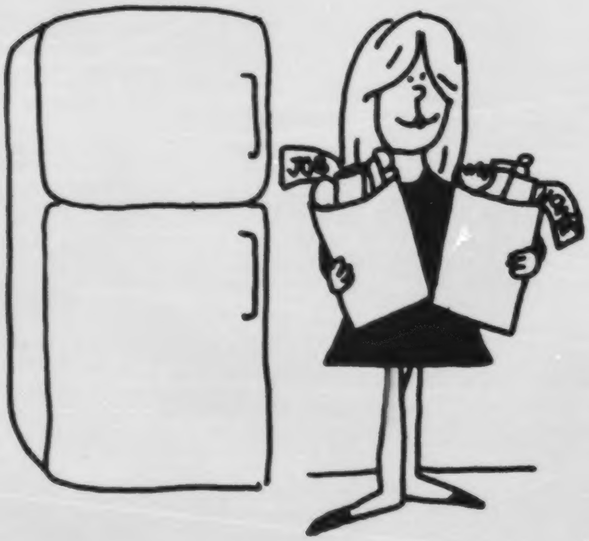


Are there set percentages for proration and depreciation?

No. Each taxpayer determines what he/she feels is a fair proration and expected life. You should, however, be prepared to justify the percentages you use. Claiming a fence has a life expectancy of five yers will not be accepted by the IRS, while for a couch it may be a very reasonable life expectancy, given the extent of use in family day care homes. Where most people make mistakes is using only waking hours in their computations. The IRS expects you to consider each day as a 24-hour day with day care usually during five 10-hour periods of a seven-day week or about 50 hours out of a 168-hour week.

What about the money I receive from the Child Nutrition food program? Is that considered income?

No, such reimbursement is not considered income. You must, however, reduce the amount you list as food costs by the amount received. If you spent $800 on food for your day care children and received $450 in reimbursement, you would show $350 as actual food expenses on Schedule D ($800 - $450 = $350 actual outlay for food). Remember, you must deduct the cost of food served to your own children.



What about utility bills? My utility bills are higher than they would be if I did not run a family day care home.

The easiest way to calculate the amount of utilities that can be deducted is to use the percentage formula discussed earlier. If you can justify that your gas and electric bills are 20 percent higher than they would be if just your family used the house, then you can list 20 percent of these costs as an expense. If your electric bills averaged $35 per month and your gas bills $50, you could list $204 as an expense ($35 + $50 = $85 x 12 months = $1,020 x 20% use = $204).

What about claiming depreciation?

If you claim depreciation, you must take a percentage of use of the annual depreciated amount. Then when you eventually sell the house you will have to adjust your cost basis (purchase price plus any improvements) to offset any amounts you have taken as depreciation. This would mean an increase in the capital gains tax you would have to pay if you sold the house for more than you paid for it. If you are renting, no depreciation is allowed. You should discuss the tax consequences of selling your home with a tax accountant.

What about the cost I incur to hire others to help me occasionally?

If you hire other people to help you watch the children on a regular or occasional basis, any money you pay them is considered an expense to you. You will also be considered their employer and will be responsible for filing a Form 942 (Employer's Quarterly Tax Return for Household Employees) with the Internal Revenue Service in each quarter that you pay any one person more than $50. You must pay Social Security taxes due. You are legally entitled to withhold the employee's portion of the tax from his/her wages and you are legally required to pay an equal amount. The percentage varies from year to year. The current percentage will be indicated on the form. Wages and Social Security taxes paid on those wages are listed on line 10 of Schedule C.

How do I go about getting Form 942 (Employer's Quarterly Tax Return for Household Employees)?

Call or write your nearest Internal Revenue office and request Form 942 and Form 4972 (Payer's Request for Identifying Number). Once you have submitted the application, Form 4972, you will automatically receive a preprinted form every three months. It is important to file the form and pay the Social Security tax due by the deadline indicated on the form to avoid interest and penalty charges.

Do I have to pay Social Security taxes on myself?

Yes, but do not see this as a negative. Such Social Security payments will help you build retirement credits and meet eligibility requirements for disability coverage. You are violating the law and cheating yourself out of future benefits by not reporting earnings and paying Social Security taxes on your net earnings. You need only report earnings after deducting all expenses related to your day care business. You file a Form SE (Computation of Social Security Self-Employment Tax) available from the Internal Revenue Service.

How does the Internal Revenue Service know I am earning money from day care and need to pay taxes?

Many of the parents whose children you watch are employed outside the home or attending school. They are, therefore, entitled to claim a tax credit for any money they pay for child care while working, seeking work or going to school. They must list the amount paid and to whom it was paid on Form 2441 (Credit for Child and Dependent Care Expenses).

What would happen if parents claimed they paid me more than they actually did to claim a larger tax credit?

You need to protect yourself by keeping accurate records of when each child was in your home and how much parents paid you. It is wise to give receipts for all payments. At the end of each year, it would be advisable to provide a statement to each parent of the amount you received from him/her. If parents have not kept accurate records themselves, it would help them in preparing their Form 2441 and minimize the chance of their claiming to have paid you more than they actually did.

Speaking of records, what kinds of records does the Internal Revenue expect me to keep?

Keep receipts for all purchases for at least three years. Receipts for improvements to your home must be kept for three years after any capital gain on the house is reported. If you have only a cash register receipt, write on it what the items were you purchased. Keep an envelope or folder handy where receipts can readily be deposited. Once a month, list all expenditures in a master record book or on sheets that will make it easier to prepare your income tax at the end of the year. Remember, you can't afford not to keep accurate records. The IRS puts the burden of proof on the taxpayer to provide proof of expenditures. In some cases they will accept a log, but receipts are preferred.

Can my expenses, including depreciation, ever exceed my income?

No. The Tax Simplification Act of 1977, which restored the tax provisions for family day care providers and eliminated the exclusive use test, limits deductions to the excess of gross income from day care services over the allocable portion of property taxes, mortgage interest and any other expenses directly related to operating a family day care home. In addition, the law limits deductions to licensed day care providers only.

Items that Need to Be Depreciated and Proportioned Before Being Listed as Day Care Expenses

Item	Expected Life	Purchase Price*	Annual Depreciation	% For Day Care Use*	Amt. of Yearly Depreciation
Refrigerator	15 yrs.	$615.	$41	40%	$16.40
Depreciation on house	30 yrs.				
Couch	5 yrs.				
Fence around yard	20 yrs.				
Swing set	5 yrs.				
Cost of finishing basement for playroom	30 yrs.				
Purchase of cupboards for toy storage	15 yrs.				

Note: All items in this category are listed on Schedule C2, on the back of Schedule C. The total is then carried over to the front of the page.

*Provided as an example -- supply your own purchase price and % of use for day care figures.

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INSURANCE

By Marilyn Nagy

Is special insurance necessary if I run a family day care home?

Yes, definitely. The insurance policy on your home, even though it includes some liability coverage, does not cover your day care activities.

What kind of insurance coverage do I need?

You need a general liability policy that will give you protection in case you are sued by a parent whose child is in your care. The general liability policy provides coverage for accidents that happen on or off your premises when you are considered the person in charge. This means you have coverage when you have children in your care, whether at home, on a field trip, at a local park, in your car or any place you go with them. You could be considered liable if something happened to one of the children in your care.

When could I be held liable and be sued?

You could be held responsible for medical expenses and "punitive damages" if something happened to a child in your care that would not likely have happened had you given the care a "reasonably prudent person" would have used.

What does "reasonably prudent person" mean?

This is a legal term that means that a person used the same care and caution that the average person would have used in the same situation. For example, if a child tripped on a throw rug at the top of a stairway and fell downstairs, it is likely your use of the throw rug would not meet the "reasonably prudent person" test. Likewise, if one child in your care hurts the eye of another in your care (or your own child) and you were on the telephone at the time, you would probably not meet the "reasonably prudent person" test. If you served the children contaminated potato salad, had plants in your home at a low height that cause illness or death, let children wander into the street or play with dangerous equipment, you would very likely be held responsible for any expenses incurred. In addition, you could be sued for punitive damages amounting to thousands of dollars.

What are punitive damages?

Punitive damages are what the jury awards to someone to compensate them for pain and suffering or for long-term loss as a result of the negligent act. For example, if a child in your care lost his/her eyesight and you were found negligent (did not meet the reasonably prudent person test), you could be held responsible for all medical expenses related to the eye. In addition, the jury could hold you responsible for paying thousands of dollars in punitive damages to the child to compensate him/her for the permanent loss of eyesight.

How can I get this kind of protection?

There are two ways to obtain liability coverage for your family day care business. One way is to check with the agent who writes your homeowner policy. He/she may be able to put a rider on your homeowner policy. Keep in mind that some companies that write homeowner insurance cannot provide this rider. Annual rates for the policy coverage have been $25 for liability coverage plus $5 per child for accident coverage. For example, if you were licensed for four children, your annual fee would be $45. If some children leave and new ones replace them, you do not have to pay more for your insurance as long as you do not have more than four paying children in your home at one time.

How can I get more information on the day care insurance policy?

Call your local homeowner's insurance agent. Do not be surprised if he/she cannot put a rider on the policy.

Request him/her to check with the parent companies he/she represents and get back to you. In the meantime, if you are not a member of one of the family day care groups in the state (i.e., Family Day Care Council of Michigan, Inc., P.O. Box 647, Ypsilanti, MI 48197; Saginaw County Child Development Centers, Inc., 1921 Annesley Street, Saginaw, MI) you may wish to contact them. Your social worker should be able to provide you with the names of the local contact people. They may be able to tell you the name of an agent in your area who has a master policy.

What kind of insurance covers me if I have the children in a car and am involved in an accident?

In Michigan, your own automobile insurance would cover their medical payments up to the limits of your policy. To protect yourself, have your insurance agent increase your liability coverage from the minimum required 20/40/10. (This means your insurance would pay a maximum of $20,000 per person and $40,000 per accident and $10,000 for property damage.)

What can I do to minimize the chance of an accident?

There are many things you can do to minimize the chance of your being considered negligent. For example, check with your local Cooperative Extension agent to find out what kinds of shrubs and houseplants are dangerous. If you have any such houseplants, get rid of them or move them to a high shelf. If you have a shrub that is dangerous, consider replacing it or protecting it in some way. Particularly, watch shrubs that have little berries that are often poisonous and very tempting to young children. Avoid using loose throw rugs, place plastic covers in unused electrical plugs, have cats declawed, and have appropraite guards at the top and bottom of stairways if you are sitting for very young children. Avoid lengthy phone calls when you have children in your care. Family day care is an important job and, like any important job, it requires your undivided attention.

Could I be falsely accused? What if a child comes to my house with a lot of bruises; might I be blamed for them?

Yes, you could be falsely accused. To protect yourself, call in a trusted neighbor to observe the child's bruises as soon as you notice them. If the child comes again with unexplained bruises, let your social worker know so he/she can have the situation investigated. To protect yourself, do not accuse the parent.

Sometimes particular children are heavy handed with other children and hurt them. Repeated requests to stop do not seem to help. What should I do?

Ask the child's parent to talk to him/her about not being so physically abusive of the other children. If the child still does not stop, ask the parent to find another person to do the child care. You cannot afford to have the day care children constantly bullied when you are responsible for the consequences of any actions that happen when the children are in your care.

IMMUNIZATIONS

By Julie Rawson and Alice Whiren

What does "immunization" mean?

An immunization against a disease will protect your child from contracting that disease.

How will an immunization affect a child?

Children react to shots in many different ways. Some children may develop a slight fever; thus may become irritable. Some children may not be affected at all. The length of time that a child's reactions may last differs depending on the vaccination. Rarely, children may have a severe reaction to an immunization. In this case, a high fever or convulsions may occur. If this happens, consult your physician.

Will my doctor be able to give a child all of the childhood vaccinations at one time?

No. To be effective, some vaccinations must be given more than once. Some vaccinations, such as measles, rubella and mumps, may be given at the same time in the same dose. Diphtheria, tetanus and whooping cough may also be combined.

When should a child start the immunization series?

A baby should begin receiving the diphtheria, tetanus and whooping cough series, and oral polio vaccine at two months of age. Both vaccines are given in a series of four doses during the first two years of age. Measles, German measles and mumps vaccine should be given at or soon after 15 months of age.

Why are immunizations important?

Complications of the contagious childhood diseases can cause permanent damage to the body or lead to other serious health conditions. It's an unnecessary risk to take.

Should I ask that children in my care have their immunizations?

Family day care providers are responsible for maintaining a safe and healthy environment for all the children in their care. Since immunizations are free from the county public health department and are available in every locality through private physicians, providers should require that children begin their immunizations before entering their home. Infants should receive scheduled immunizations as they mature. All children and adults in a family day care home should be immunized.

If the parent hasn't had a child completely immunized, can I have this done?

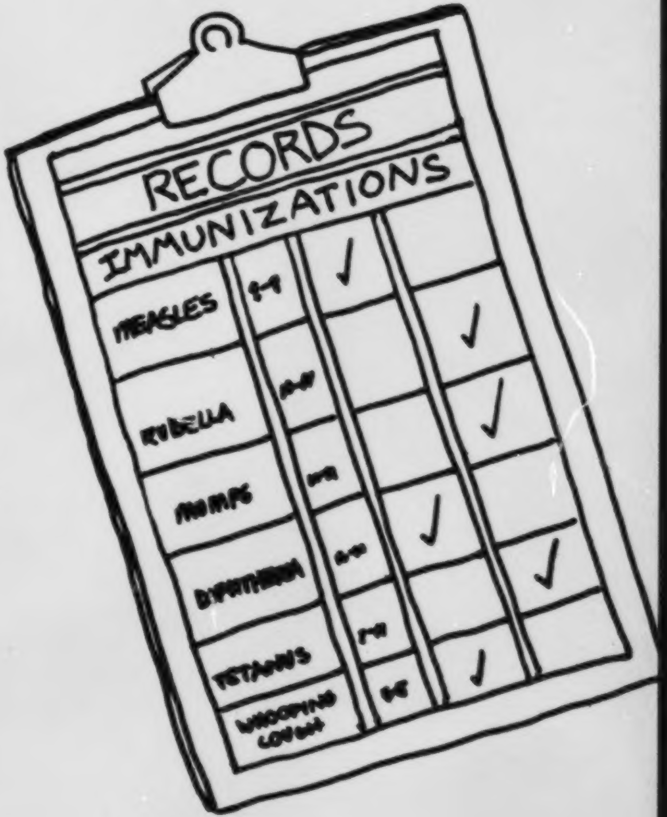
Your local public health department will tell you the procedure for doing this and provide the appropriate forms. Written consent of the parent will be required.

Some parents may have religious objections to immunizations. What is a reasonable policy for these families?

Family day care providers often care for babies and toddlers who are not eligible to complete immunizations until they are nearly two years of age. The inclusion of another older child in the group who is not immunized may endanger the babies unnecessarily. However, if all other children in the home are immunized, then the child whose family objects to immunization on religious grounds may be cared for without risk to others.

What records should be kept about immunizations?

The minimum record required by the state is a statement by the parent that the child has had specific immunizations. However, parents can easily forget just which shots a child has received and whether the series has been completed. A provider may request the written immunization record that can be supplied by the physician or public health department on the request of the parent. In this way the provider may be assured that he/she is protecting the health of all the children in the day care home.



COMMUNICABLE DISEASES

By Julie Rawson and Alice Whiren

CHICKEN POX

What causes chicken pox?

Chicken pox is caused by a virus present in the secretions of the throat, nose and mouth of infected people.

How is chicken pox spread?

Chicken pox is a very contagious disease spread by contact with infected people or articles used by them.

After a child is exposed to chicken pox, how long will it be before he/she develops symptoms?

The incubation period for chicken pox is approximately 13-17 days; however, sometimes symptoms do not occur until three weeks after exposure.

Is there any way to prevent a child from getting chicken pox?

There is no vaccine available to prevent one from getting chicken pox.

Once a child contracts chicken pox, is it possible for him/her to contract it again?

As a rule, after one attack of chicken pox the child's body will build an immunity to the disease, preventing him/her from getting it again.

MEASLES

What causes measles?

Measles is caused by a virus present in the nose and throat of infected people.

How is measles spread?

Measles is spread by contact with infected people or articles used by them. It is very contagious.

After a child is exposed to measles, how long will it be before he/she develops the symptoms?

The first signs of measles generally occur 10-12 days after exposure to the disease.

Is there any way to prevent a child from getting measles?

Measles can be prevented very simply by means of vaccination. The injection should be made on or after the age of 15 months.

Once a child contracts measles, is it possible for him/her to contract it again?

After one attack of measles, the body builds an immunity to the disease. Subsequent attacks of the disease should not occur.

MUMPS

What causes mumps?

Mumps is caused by a virus present in the saliva of infected people.

How is mumps spread?

Mumps is spread by contact with infected people or articles used by them.

After a child is exposed to mumps, how long will it be before he/she develops the symptoms?

The incubation period for mumps may last 12-26 days. Symptoms commonly occur 18 days after exposure to the disease.

Is there any way to prevent a child from getting mumps?

Mumps may be prevented by vaccine. A mumps vaccine is included in the MMR (mumps, measles and rubella) vaccination that a child can receive at 15 to 18 months.

Once a child contracts mumps, is it possible for him/her to contract is again?

Once a child contracts mumps, his/her body generally builds an immunity to the disease; however, a second attack of mumps has been known to occur in some children.

GERMAN MEASLES (RUBELLA)

What causes German measles?

German measles is spread by a virus present in the secretions from the nose and mouth of infected people.

How is German measles spread?

German measles is a very contagious disease spread by contact with infected people or articles used by them.

After a child is exposed to German measles, how long will it be before he/she develops symptoms?

The symptoms of German measles usually occur 14-21 days after exposure to the disease.

Is there any way to prevent a child from getting German measles?

Yes, there is a vaccination to prevent children from getting German measles.

Once a child contracts German measles, is it possible for him/her to contract it again?

As a rule, the child's body will build an immunity to the disease after one attack. This should prevent the child from acquiring the disease more than once.

TETANUS

What is the cause of tetanus?

Tetanus may develop in a wound infected by tetanus bacilli.

How is tetanus spread?

Tetanus is spread through articles contaminated with the bacillus. Soil, street dust and animal waste may contain tetanus bacilli.

After a child is exposed to tetanus, how long will it be before he/she acquires symptoms?

The symptoms of tetanus generally occur from four days to three weeks after first exposure.

Is there any way to prevent a child from getting tetanus?

There is a vaccination for tetanus. The vaccine should be given to babies as a series. Boosters are given to adults every 10 years.

Once a child contracts tetanus, is it possible for him/her to contract it again?

One attack of tetanus does not give immunity.

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* The health materials have been reviewed by personnel in the Department of Family Practice, College of Human Medicine, Michigan State University.

ACCIDENT PREVENTION

By Alice Whiren and Julie Rawson

Every year, more children die from accidents than from all childhood diseases combined.

What are the most common causes of childhood accidents?

During a child's early years, the most common accidents are: falls, choking, poisoning, burns, drowning, suffocation and motor vehicle accidents.

How can I prevent falls?

Infants

Never leave an infant alone on any surface from which he/she could fall. Always grasp the child tightly when bathing, carrying or dressing him/her. Install gates at both the bottom and top of a stairway to prevent a child from climbing up or falling down stairs.

Preschoolers

Caution preschoolers not to run up or down stairs. Look around the child's playing area for objects that a young child might accidently trip on and remove them. Make sure that hammocks, swings and slides are secure and that the child has mastered them before allowing him/her to play on them alone.

How can I prevent suffocation?

Anything that might interfere with a child's breathing should be kept away from him/her.

Plastic bags should never be within a child's reach, and balloons should be used only with adult supervision. Many pediatricians say children under age 3 should not be given popcorn or raw vegetables because of the danger they might inhale or choke on them.

How can I prevent poisoning?

Discard old medicines and those without labels. Place medicine cabinets well out of a child's reach or lock them at all times. Store cleaning supplies out of a child's reach and in their original containers. Never place cleaning fluids in food or beverage containers. Many plants are poisonous. Consult someone with knowledge of both indoor and outdoor plants to find out which ones around your home are hazardous. Be certain children's furniture is painted with lead-free paint.

How can I prevent burns?

Electric outlets that are within a child's reach should be covered with safety caps. Keep matches out of a child's reach. Never leave hot irons unattended. When cooking, turn pot handles toward the center of the stove, rather than letting them hang over the stove's edge. Never leave portable heaters or vaporizers in a child's room unless they are well out of the child's reach. Cords of coffee pots, fry pans or irons should not hang within the reach of children.

How can I prevent drownings?

It takes only seconds to drown, so children should never be left alone near even the most shallow body of water. Adult supervision at all times is the best way to prevent drownings.

If you go to the beach, children should be given a chance to get used to the water. Holding the hand of an adult, a child might enjoy wading or making sand castles on the beach. Don't force a child to go in the water if he/she doesn't wish to. A child who has been forced to go in the water may panic. At home, never leave a young child alone in a bathtub or playing on or near frozen bodies of water.

CHILDPROOFING THE HOME

By Julie Rawson and Alice Whiren

There are many potentially hazardous areas in the home. Providers should be aware of these and take adequate precautions to prevent accidents.

What hazardous conditions should I look for?

In the kitchen:

Faulty kitchen equipment causes many accidents. Keep appliances in good repair. Make sure electric or gas devices have protected switches and handles to prevent children from turning them on. Mop up promptly all liquids spilled on the floor. Curtains should be flame proof.

In the bathroom:

Keep all cosmetics, cleaning supplies and medicines in locked cabinets or on high shelves out of the reach of children. Cover electrical outlets with safety caps, and remove electrical appliances which pose the threat of electrical shock. Bathtubs should contain a rubber mat to prevent slipping.

In the living room:

Throw rugs should be secured to the floor to prevent slipping. All breakable items or items with small pieces that a child may detach (e.g., floral arrangements, holiday decorations, etc.) should be kept out of a child's reach. Fireplaces should always be screened. Electrical outlets should be covered with safety caps.

In the child's bedroom or playing area:

Check windows and screens in a child's room to be sure they are tightly secured. Cover electrical outlets with safety caps. Extension cords, venetian blind pulls and other cords should be kept safely out of a child's grasp. Children's toys and furniture should be coated with lead-free paint.

Stairways and halls:

Stairways are a particularly hazardous area of the home. Stairways and halls should be well lit and kept free of clutter. When possible, install gates at both the top and bottom of a stairway to prevent children from climbing up or falling down the steps.

What other precautions can I take?

Fire protection equipment and first-aid materials are both wise investments. Smoke detectors, which are relatively inexpensive and easily installed, may protect your home and family from the dangers of fire.

Every home should be equipped with a pressurized fire extinguisher. First-aid kits may be purchased ready made or assembled in the home. It is also very important to keep a list of emergency telephone numbers near the telephone. In case of an emergency, time is often crucial--instant access to an important number may speed the arrival of help.

TREATING COMMON INJURIES

By Julie Rawson and Alice Whiren

WOUNDS

What is an abrasion and how should it be treated?

An abrasion may occur when a child falls while running down the sidewalk. Bleeding is limited; however, the outer layers of skin are damaged. An abrasion is an open wound and may be exposed to contamination. Abrasions should be washed with soap and warm water and kept clean. Some abrasions are tetanus prone wounds therefore, immunizations need to be checked.

What is an incision and how should it be treated?

An incision is an open wound which may involve heavy bleeding and may require sutures. Incisions are often caused by contact with sharp objects such as knives or broken glass. If the bleeding is rapid and heavy, the individual should be asked to lie down and relax. This should control the bleeding. Apply continuous pressure to the wound with a clean pad. Some incisions are also tetanus prone wounds therefore, immunizations should be checked.

What is a puncture wound and how should it be treated?

A puncture wound is caused by the force of an object against the skin, making a small hole in the area exposed. A puncture wound may result if a child steps on a nail or piece of glass. In the case of a puncture wound, you should consult your medical records or doctor about the child's last tetanus shot, as tetanus may occur as a result of a puncture wound. Clean and cover the wound.

What should I do if excessive bleeding occurs?

One can generally stop bleeding by applying direct pressure to the wound. One should put a clean bandage or cloth over the wound and hold tightly until bleeding stops. Do not remove the cloth after the bleeding stops. If there is no indication of a broken bone, it may be helpful to elevate the limb above the level of the victim's heart. If the bleeding is continuous and pulsating, take the child to a physician or hospital.

What should I do if a child picks the scab?

Treat the open area as a new wound. Scabs serve to protect the body from infection and should not be picked. They may be softened with cream to prevent itching when healing occurs.

BURNS

What should I do for a child if he/she gets burned?

If a child receives a minor first-degree burn, you should apply cold cloths to the area or submerge the burned area in cold water. This will help relieve the pain; you may apply a dry bandage if necessary.

If a child receives a second-degree burn which may be characterized by blisters or swelling, you should also submerge the area in cold water. After gently drying the area, apply clean dry bandages. Do not use creams or remedies. Do not break second-degree blisters. They are a natural bandage and will become cloudy if infection sets in.

Third-degree burns result from contact with flame. They are characterized by destruction of all layers of tissue in an area; generally third-degree burns are white. If this type of burn should occur, do not apply cold water to the area. Wrap the burn in clean cloths and get the child medical assistance as soon as possible.

BITES

What should I do if a child is bitten by an animal?

Animal bites may cause highly infectious wounds. Because of the threat of rabies and tetanus, a physician should be consulted when a child receives an animal bite. In the case of an animal bite, every effort to restrain the animal should be made so that it may be observed for rabies.

What should be done in the case of a human bite?

Because of the possibility of infection from a human bite, the wound should be cleansed thoroughly and medical attention should be sought.

POISONING

What should be done if you know a child has swallowed something poisonous?

If you know that the child has swallowed something poisonous, but you *do not know what* the victim has swallowed, you should do the following:

1. Immediately force the child to drink fluids (water or milk); do not induce vomiting--the liquids will have a diluting effect.
2. Look for some indication of what the child has swallowed.
3. Seek immediate medical attention. Call the nearest poison control center.

If you do not know what the child has swallowed, *and are positive it was not a strong acid, strong alkali, or petroleum product*, you should do the following:

1. Immediately force the child to drink fluids (water or milk).
2. Induce vomiting (ATTENTION: ONLY INDUCE VOMITING IF YOU ARE CERTAIN THIS SUBSTANCE SWALLOWED IS NOT A STRONG ACID, STRONG BASE OR PETROLEUM PRODUCT.)
3. Seek immediate medical attention. Call the nearest poison control center.

What should I tell the parents?

Prepare a written note to yourself that gives the time, cause, and treatment of small injuries. Always explain the details to the parents. If medical attention is needed, contact parents *immediately*.

PROVIDER'S CHECKLIST FOR INFANT HEALTH AND SAFETY

By Betty Abedor

PERSONAL HEALTH

1. Am I in good health? Have I had a recent checkup?

2. What arrangements can I make for the children if I am sick?

3. Do I wash my hands before and after changing infants or toileting older children?

4. Do I place washable blankets or pads under infants when I put them on the floor or on my lap to avoid soiling the rug or my clothing?

SICK CHILDREN

1. What arrangements can I make for a sick child?

2. Am I careful about washing all items used by a sick child before other children use them?

3. If a child is on medication, have I asked the parent to write out the name of the medication, the amount, when it should be given to the child and whether there are any possible side effects?

CARE OF THE HOME

1. Do I sweep or vacuum the floor daily? Do I mop up spills immediately and mop the floor daily in the feeding area? (A clean sponge and pail and a clean mop should be kept handy.)

2. Do I wash the diapering table, infant seats or high chairs daily? Do I keep a clean sponge handy for this?

3. Do I wash toys and play equipment which become sticky often?

4. Do I sterilize or wash bottles or eating utensils in a dishwasher or in boiling water?

5. Am I careful about the length of time I keep bottles out of the refrigerator? (They should not stay out more than 30 or 40 minutes unless they are commercially sealed containers.)

6. Do I change each infant's bed linens at least once a week or, if soiled, immediately?

CARE OF THE INFANT

1. Do I change the infant when he/she's wet or soiled?

2. Do I wash the infant during diaper changes and use a lotion, salve or powder to prevent diaper rashes?

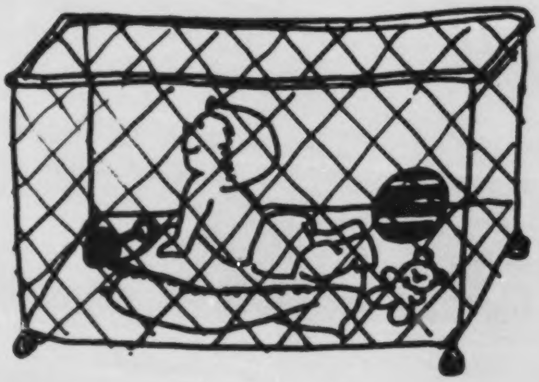
3. Do I wash the infant's hands and face before and after feeding when the infant begins feeding himself?

4. Do I change the infant's clothing if it becomes soiled or wet during the day?

5. Do I bathe the infant in a small tub as necessary?

SAFETY

1. Am I always careful never to leave an infant unattended on a bed or diapering table?
2. Have I set up a safe play area that allows the infant or toddler a place to explore and practice new skills such as pulling up?
3. Have I removed wobbly tables, shelves or other unstable furniture from the play area?
4. Have I covered electrical outlets with safety caps or furniture?
5. Have I removed all electrical or drapery cords that an infant might pull, chew on or trip over?
6. Have I removed slippery throw rugs?
7. Have I covered radiators or floor heaters?
8. Have I removed house plants or placed them high above children's reach? (Some are poisonous if they are put in the mouth or chewed.)
9. Have I used nonflammable fabrics for draperies?
10. Have I conducted practice fire drills with the children or planned for easy exit in case of emergency? Do I have a fire extinguisher handy?
11. Have I placed medicines, cleaning materials and plastic bags in a place that is out of children's reach? (These are all very dangerous for infants and young children.)
12. Do I pick up the play area as the children are playing so they do not trip on the toys?
13. Do I check toys and equipment often to make sure there are no broken or loose pieces for infants to swallow or poke themselves with?
14. Do I keep a list of parents', doctors' and emergency numbers by the telephone?
15. Do I keep objects such as glasses, cups or hot pans high and in the center of high tables so that infants cannot grab them as they hold on to furniture?
16. Do I use infant seats only for young infants who cannot tip them over?
17. Do I keep infants' nails trimmed so they won't scratch themselves or others?
18. Am I familiar with first-aid practices?
19. Am I aware of what older infants are capable of doing, such as climbing or standing on low furniture or exploring a younger infant who cannot move away?
20. Have I arranged play equipment on shelves so that an infant cannot pull heavy toys down on him/herself?
21. Am I using plastic nursing bottles instead of glass ones for older infants who hold and carry their own bottles?



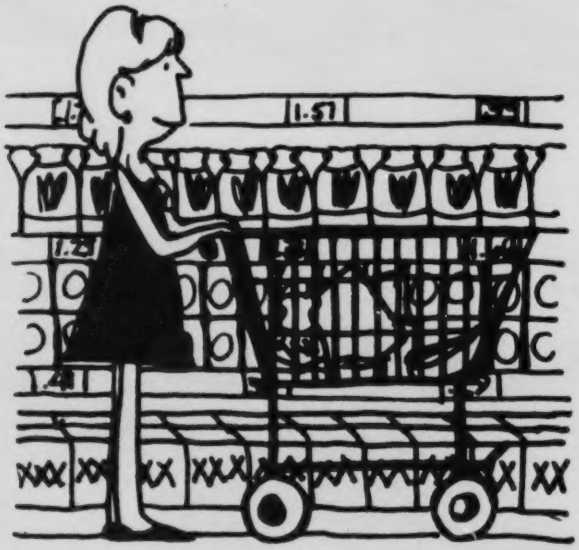
PLANNING LOW-COST LUNCHES

By Julie Rawson and Alice Whiren

As a day care provider, you will find that one of your greatest expenses is food for the children in your care. There are may ways that you can provide inexpensive, nutritious meals. Consider the following helpful hints when planning next week's meals.

*When shopping, remember that convenience may add to the cost of an item.

Prepackaged or individually wrapped cheeses, meats and treats tend to be more expensive than those that are not prepackaged.



*There are many lower cost nonmeat foods that may substitute for the meat requirements.

Substitutes include peas, peanut butter, eggs cheese, etc. Listed below are several meals which meet the U.S. Department of Agriculture (USDA) requirements for a nutritious meal without using a meat product.

Split pea soup
Crackers
Milk
Sliced peaches
Carrot sticks

Scrambled eggs
Milk
Orange juice
Toast

Macaroni & cheese
Green beans
Plums
Milk
Bread/butter

Tuna noodle casserole topped
with hard-cooked eggs
Milk
Sliced apples
Bread/butter

Vegetable or creamed soup
Crackers
Milk
Sliced apples

Fish sticks
Bread & butter
Celery with peanut butter
Milk

*Fruits and vegetables that are in season often cost less than processed fruits and vegetables or fresh produce that is not in season.

Often during the seasonal peak of a fresh product, it is higher in quality and lower in price than at other times. The sample menu below may be of some assistance to you in planning seasonal meals.

*Consider the number of servings per pound or per can for each item you purchase.

Before you shop calculate the quantities of food you need to serve the children in your care. Divide the number of servings needed into the total cost of the food ingredients to come up with the cost per serving.

*Thoroughly plan and organize your meals and snacks for the upcoming week.

Prepare your grocery list from your meal plan and allow substitutions only because of expense or availability.

Good organization may reduce unnecessary expense and time spent shopping.

*Use comparison shopping to determine the most economical products to purchase.

Compare the size and weight of the item with the price. Compare store brands with national advertised brands. Store-brand items are less expensive than nationally advertised products.

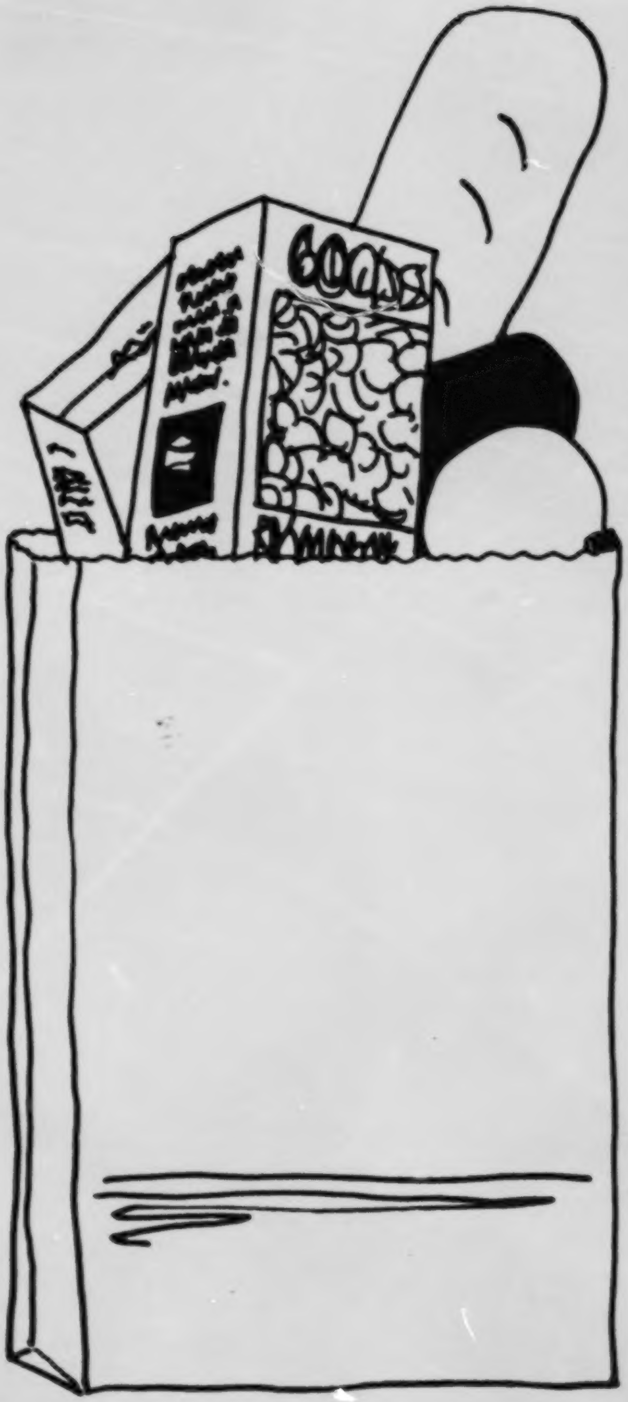
*Consider buying in bulk staples such as flour, noodles and sugar which your family also uses.

Buying in quantity may cut the expense of some of these items. Remember to consider not only how rapidly you use these items, but also how convenient it is for you to store them.

*Learn to use leftovers to stretch your food budget.

Using leftovers within a day or two will avoid needless waste of food and save money.

YESTERDAY	TODAY
Boiled potatoes	Potato patties/ pancakes.
Boiled vegetables	Hamburger/vegetable casserole Vegetable soup or creamed soup
Cooked chicken	Chicken & dumplings Chicken salad Chicken tacos
Hot dogs	Hot dogs & saukerkraut Baked beans & hot dogs Ground meat sandwich filling



SAMPLE MENU

	FALL	WINTER	SPRING	SUMMER
BREAKFAST	Grapefruit Dry cereal Scrambled eggs Toast/butter Milk	Tomato juice Oatmeal Bacon strips Milk	French toast/ syrup Sausage links Milk Orange sections	Strawberries* Dry Cereal Bread/butter Milk
A.M. SNACK	Pear	Hot applesauce* Milk	Pineapple and cottage cheese Milk Crackers	Blueberry* or Strawberry* shortcake Milk
LUNCH/ SUPPER	Tomato juice Toasted bacon/ cheese sandwich Sliced apples* Green pepper rings Zucchini sticks*	Tuna casserole Mixed vegetables Milk Bread Apple wedge*	Roasted chicken Buttered noodles Rhubarb sauce* Milk Bread	Vegetable soup Peanut butter sandwich Milk Sliced peaches* Peas
P.M. SNACK	Milk Oatmeal cookie	Fruit juice Peanut butter sandwich	Fruit juice Peanut butter sandwich	Tomato juice Whole wheat muffin
DINNER	Swiss steak Buttered rice Squash* Milk Bread/butter	Meatballs Baked potato Broccoli* Chocolate pudding Milk Bread	Beef stew Biscuits Cherry crisp Milk Lettuce salad	Roast beef Summer squash* Green pepper rings* Cherry tomatoes* Mashed potatoes Bread Milk

*Seasonal fruits or vegetables available fresh during this season -- may be less expensive at this time of year.

PLANNING SNACKS

By Julie Rawson and Alice Whiren

*The U.S. Department of Agriculture (USDA) requirements for snacks include bread or cereal, and fruit or juice or vegetable or milk. To receive assistance from the child care food program, the caregiver must see that each meal and snack meets the USDA minimum nutritional requirements.

A NUTRITIOUS SNACK MAY CONSIST OF:

Bagel		Apple
Biscuit		Pineapple
Cracker	AND	Orange
Corn Bread		Tomato
	OR	

Full strength fruit juice:

Tomato juice	Grape juice
Pineapple juice	Orange juice
Tangarine juice	Apple juice
Cider	Grapefruit juice

OR

Milk

A NUTRITIOUS SNACK MAY NOT CONSIST OF:

Twinkies		Candy		Kool-Aid
Potato chips	OR	Gum	OR	Pop
Cracker Jack		Popcorn		HI-C

There are many substitutions that may be made for each of the four required categories. Listed below are some substitutions that you might want to consider.

BREAD AND CEREAL GROUP:

Party mix--unsugared cereal, peanuts, pretzel sticks, butter, garlic and soy sauce. Ready-to-eat unsugared cereal mixed with cheese cubes or raisins. Ice cream cones filled with pudding, fruit chunks or cake. Enriched or whole grain crackers, cereal, bread, melba toast, muffins, biscuits, bagels, corn bread, graham crackers, waffles.

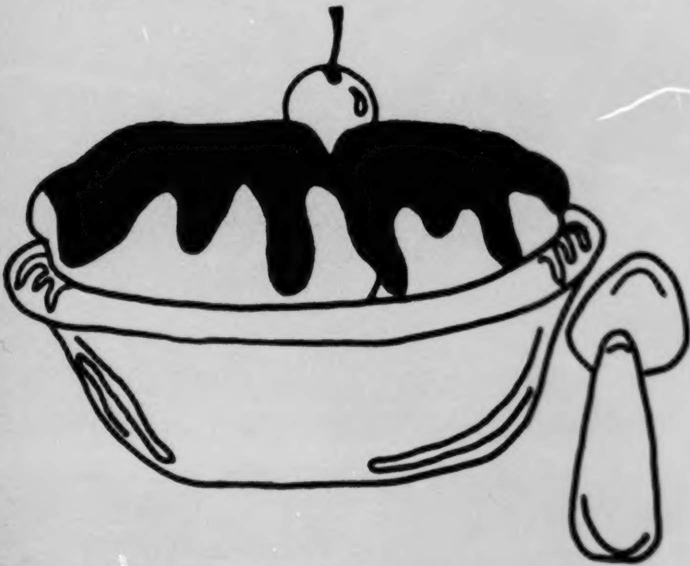
FRUIT AND VEGETABLE GROUP:

- Fresh fruit (selected according to season)
- Celery sticks
- Carrot curls or sticks
- Cauliflowerettes
- Tomato wedges
- Apples
- Applesauce

MILK GROUP:

- Glass of milk, flavored milk, cocoa
- Cottage cheese; cottage cheese thinned with chili sauce, salt, tobasco sauce
- Custard; ice cream

Fruit milkshakes made with fluid milk and fresh fruit--banana, cherries, berries, etc.



Sample Snack Ideas

BREAD OR CEREAL GROUP and MILK GROUP

- Ice cream cone filled with cottage cheese, sprinkled with cinnamon
- Enriched Rye Krisp spread with cream cheese
- Party mix and cheese cubes
- Melba toast with melted cheese

BREAD OR CEREAL GROUP and VEGETABLE OR FRUIT GROUP

- Corn bread topped with pineapple chunks
- Bagel topped with tomato and melted cheese
- Kabobs--cornbread squares, pineapple chunks, sliced bananas

BREAD OR CEREAL GROUP AND FULL STRENGTH FRUIT JUICE

- Graham crackers and orange juice
- Buttered toast and grapefruit juice
- Enriched crackers and grape juice

ENCOURAGING CHILDREN TO EAT THEIR MEALS

By Julie Rawson and Alice Whiren

Mealtime can be a frustrating, exhausting part of your day if the children you care for won't eat. In planning the meals that you serve, the following tips may be helpful.

*"Finger foods" children can handle easily may make mealtime more enjoyable for both them and the provider. Consider the following:

MEAT

Quartered sandwiches
Meat cubes
Cheese cubes

FRUITS AND VEGETABLES

Sliced apples
Cherry tomatoes
Celery sticks
Bananas
Green pepper sticks
Turnip sticks
Carrot sticks

BREAD AND CEREALS

Bagels
Biscuits
Muffins
Buns

*Colorful meals or dishes have eye appeal. Bright colors or a variety of colors may stimulate a child's interest in the meal.

BREAKFAST

*Orange juice
*Scrambled eggs
*Blueberry muffin
*Glass of milk

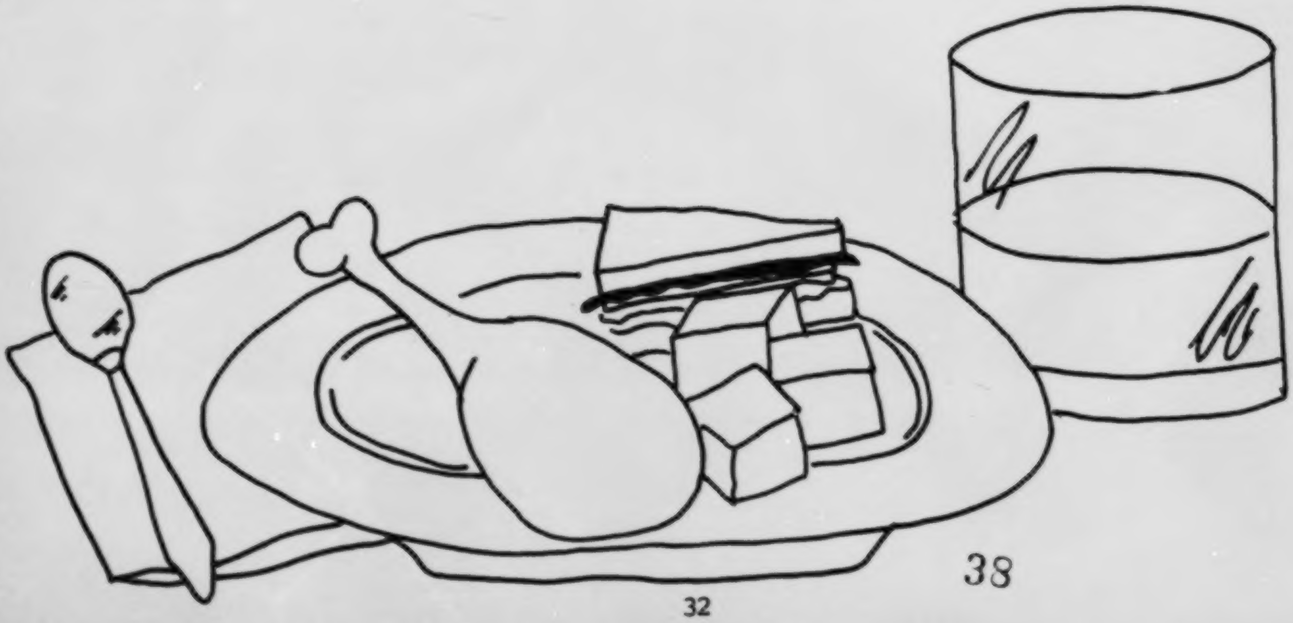
LUNCH

Tuna salad sandwich
*Tomato wedge and carrot sticks
*Glass of milk
Sliced apples

DINNER

*Ham slice
*Sweet potatoes
*Corn bread
Glass of milk
Jello with fruit

*Interest in meals may be encouraged by serving foods in various sizes, shapes and forms. Note the differences below:



MEAT

Tuna fish
Hamburgers
Hot dogs
Cheese cubes
Cottage cheese
Vegetable soup

VEGETABLES AND FRUITS

Carrot sticks
Coleslaw
Squash
Broccoli
Green beans
Lettuce

BREADS AND CEREALS

Bagels
Bread
Crackers
Graham crackers
Muffins
Waffles

*A child's sense of taste can be stimulated by serving a combination of food flavors at meal times. Differing flavors may also stimulate the child's sense of smell.

EXAMPLES: BBQ Chicken (spicy)
Cottage cheese (bland)

Stuffed peppers (spicy)
Jello with fruit (bland)

Ham (salty)
Applesauce (sweet)

Sauerkraut & hot dogs (salty)
Buttered bread (bland)

*Letting the children help plan meals or prepare foods can be a chance to build awareness of good nutritional habits. You might let the children do the following activities:

1. Set the table.
2. Wash or rinse vegetables.
3. Pour beverages.
4. Help measure main dish ingredients (depending on the age of the child).
5. Help mix the main dish ingredients (depending on the age of the child).

*When serving a new dish, consider using snacktime several days before to introduce the children to some portion of the dish. The children's "taste testing" may make the dish more acceptable to them. Consider the following:

MAIN DISH: Tacos
SNACK: Taco shell with melted cheese or lettuce salad

MAIN DISH: Tuna casserole
SNACK: Tuna salad or boiled buttered noodles

MAIN DISH: Corned beef hash
SNACK: Corned beef on enriched Rye-Krisp

FOOD HANDLING SAFETY

By Julie Rawson and Alice Whiren

FOOD STORAGE SAFETY

Food safety involves more than care and cleanliness in selecting and preparing foods. The proper storage of food products is also an essential part of protecting food from bacteria and germ-producing agents.

What precautions should I take when storing food?

1. Eliminate all leaking, bulging or dented cans from your shelves.

2. Read labels and plan to use food items before expiration dates. Food used beyond the date may be of lower quality.

3. Wipe off can tops before opening.

4. To protect foods from insects and rodents, store well wrapped or in tightly sealed containers on clean shelves, off the floor or in clean cupboards free from cracks and open crevices.

5. Avoid storing food products in cupboards or cabinets with drain or heat pipes or too warm a temperature. These conditions can cause spoilage.

6. Foods placed in the refrigerator should be covered. Leftovers should be marked with product name and date. Refrigeration or freezing does not kill bacteria--it merely slows down growth. Care should be taken in reheating. If you're in doubt about a food, throw it out.

7. Do not thaw frozen foods at room temperature--place them in the refrigerator to thaw.

How long can I safely store meat in the refrigerator?

--Hams, picnics	7 days
--Hot dogs	4-5 days
--Meat loaf (sliced)	3-4 days
--Lunch meat (sliced)	3 days
--Bologna (unsliced)	4-6 days
--Dry/semi-dry sausage (uncut).	2-3 days
--Liver sausage (sliced) . . .	2-3 days
--Liver sausage (uncut)	3-6 days

Refrigerator temperature should be 36-40 degrees F. Meats should be properly wrapped and sealed.

How should I store canned meats?*

The storage area should be cool. Place newest purchases at the back of the shelves and use your old stock first.

*Some canned meats should be refrigerated.

Always cover and store opened cans of food in your refrigerator. If you are planning to store something longer than one day, remove the item from the metallic can and store in a plastic container.

FOOD HANDLING SAFETY

To protect yourself, your family and your day care children from food-related health problems, take the precautions listed below when preparing and serving food.

*Always wash counters with warm soapy water, rinse and wipe them after setting grocery bags on them.

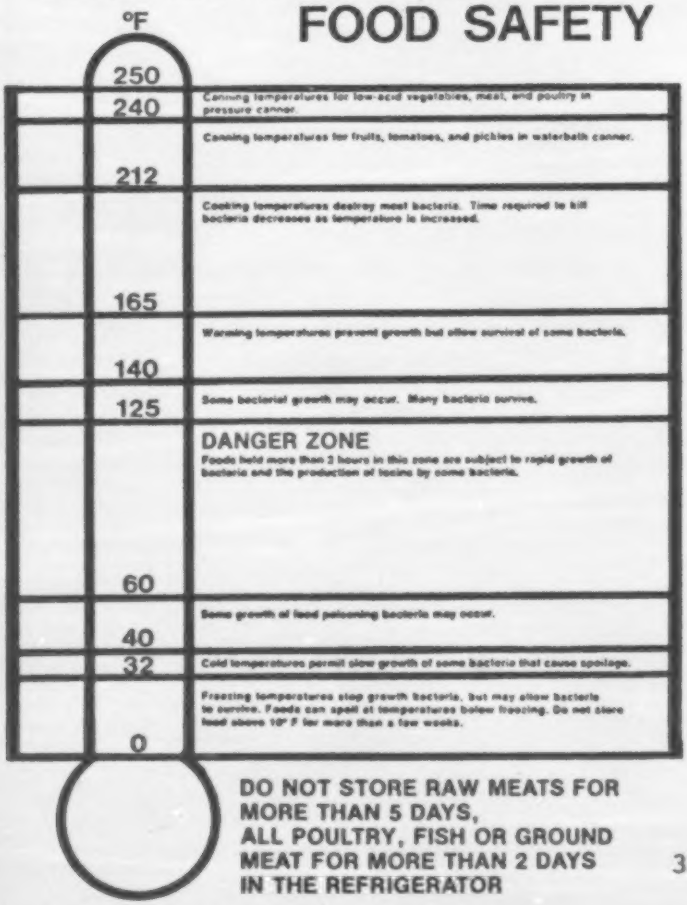
*Keep surfaces and equipment free of food particles and/or grease.

*Wipe surfaces--including cutting boards, refrigerator shelves and counter tops--clean with a disinfectant.

Safe Foods for Good Health

1. Keep it hot or keep it cold.
2. Always keep it covered.
3. When in doubt, throw it out.

TEMPERATURE GUIDE TO FOOD SAFETY



Canning temperatures for low-acid vegetables, meat, and poultry in pressure canner.

Canning temperatures for fruits, tomatoes, and pickles in waterbath canner.

Cooking temperatures destroy most bacteria. Time required to kill bacteria decreases as temperature is increased.

Warming temperatures prevent growth but allow survival of some bacteria.

Some bacterial growth may occur. Many bacteria survive.

DANGER ZONE
Foods held more than 2 hours in this zone are subject to rapid growth of bacteria and the production of toxins by some bacteria.

Some growth of food poisoning bacteria may occur.

Cold temperatures permit slow growth of some bacteria that cause spoilage.

Freezing temperatures stop growth bacteria, but may allow bacteria to survive. Foods can spoil at temperatures below freezing. Do not store food above 10° F for more than a few weeks.

**DO NOT STORE RAW MEATS FOR MORE THAN 5 DAYS,
ALL POULTRY, FISH OR GROUND MEAT FOR MORE THAN 2 DAYS IN THE REFRIGERATOR**

Some Guides to Safe Food

1. Purchase government inspected meat and poultry.
2. Buy pasteurized Grade A milk.
3. Wash all fruits and vegetables.
4. Store food purchases as soon as you return from the store.
5. Food should not spend more than two to four hours (counting preparation and serving time) at temperatures between 40 degrees and 140 degrees F. Bacteria grow most rapidly in this range.

*Each individual having any part in preparing food, serving food or setting the table should wash his/her hands thoroughly before handling food, during preparation when necessary, and before handling dishes.

*Each utensil used to prepare a meal should be washed and dried after every use (knives, beaters, spatulas, etc.)

*Always cook food thoroughly. If it is meant to be hot, keep it hot. If it's meant to be cold, keep it cold.

*Always be sure that the fruits and vegetables you are preparing are clean and well scrubbed.

*When taste testing, use a clean teaspoon; after dipping it in the food you are testing, wash it thoroughly or use a clean spoon to taste it again.

III. Interaction with Children

LANDMARKS IN INFANT DEVELOPMENT

By Betty Abedor

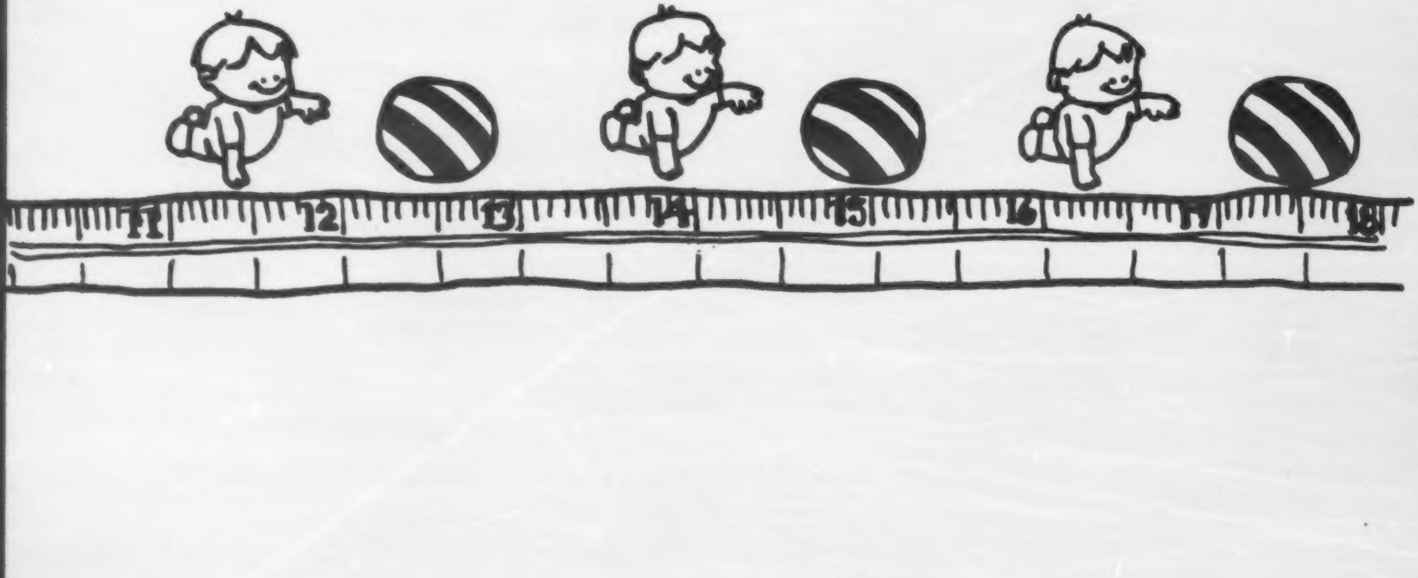
A child is called an infant from the time of birth to about 12 or 15 months of age. At this time in a child's life many rapid changes occur. For example, weight at one year is three times that at birth, and length increases by about 9 or 10 inches. In addition, the infant develops from a newborn whose behavior consists of reflexes such as sucking, swallowing, crying and blinking, into a child who can move about on his/her own, talk and solve simple problems.

What can I expect an infant to be like?

The following chart gives the caregiver an idea of behaviors to expect during infancy. By checking this chart periodically, the caregiver can better plan play experiences and more effective ways of interacting with an infant, as the infant changes so rapidly. It is important always to remember, that infants at the same age can be very different. These are only landmarks of behavior or approximate ages at which infants may perform these behaviors.

Individual differences: Are babies pretty much the same?

Normal infants are not all alike. For example, some infants are active; some are quiet; and some are neither active nor quiet but are referred to as average. For example, some infants will move their arms and legs rapidly, cry loudly, suck the nipple vigorously and be very alert to what is going on around them, whereas quiet infants may be slower in their movements, show little interest in the nipple, be very calm and may not show as much interest in what is going on about them. A caregiver should be aware of individual differences in infants. All infants need attention, routine care and someone to help them cope with distress. An active infant will demand this attention but a quiet infant's needs may be overlooked.



Some Landmarks in Infant Development

Approximate Age	Movements	Language	Social
1 Month	Head unsteady when held; sitting, needs support.	Cries	Helpless
2-3 Months	Lifts head and then chest off surface when lying on stomach.	Cries, coos, grunts	Interested in human face; smiles and coos when talked to and smiled at.
4-6 Months	Controls head and arm movements; grasps, rolls over, pats and fingers feeding bottle; sits with support, sits on lap and grasps objects. Sits in high chair, grasps and dangles object.	Babbles, using most vowel sounds and about half of consonants.	Expects feeding, dressing, bathing. Recognizes mother. Distinguishes between familiar persons and strangers. Enjoys being cuddled.
7-9 Months	Supports full weight briefly when hands held; sits up alone. Gets self to sitting position, crawls (stomach touching floor). Stands holding on to furniture. Transfers objects from one hand to another. Picks up objects with thumb and forefinger; lets go.	Two-syllable sound (dada, baba, mama).	
10-12 Months	Creeps (on hands and knees). Sits down by himself. Walks when led. Pulls up to stand using furniture. Can bring at least two toys together with hands and look at them.	Says one, two or three words; imitates sounds. Responds to simple commands, such as "Give me the cup."	Expresses anger and affection. Expresses fear of strangers. Curious, wants to explore. Responds to own name. Understands "No-no." Waves "bye-bye." Plays "Pat-A-Cake." Starts game with caregiver.

Approximate Age	Movements	Language	Social
13-15 Months	Walks alone; with practice walks well. Starts and stops with good control. Walks backward with pull toy. Runs stiffly. Bends over to pick up toy; returns to standing. Lets go of ball as if to throw it. Can build tower of two blocks. Scribbles with crayon. Able to place Cheerios in bottle and dump out. Places round block in form board. Finger feeds self.	Uses four to six clear words. Expresses wants by gesturing or vocalizing. Uses "jargon" which adult does not understand but which sounds like words or sentences. Shows "shoe" to caregiver or points to "shoe" when asked.	Expresses pleasure when pleased with self. Interactions between infants can be seen. Rolls ball to caregiver in response to gesture. Enjoys looking at picture books; pats pictures. May become upset in reaction to adult limits.

PARENTS AND BABY ADJUST TO FAMILY DAY CARE

By Betty Abedor and Alice Whiren

One of the most important things for infants to learn in the first few months of life is trust. From the time of early infancy, children need to learn that they can trust and depend on themselves, other people and the world around them. They learn this from the way people respond to them. For example, if an infant makes a sound and gets a pleasant response or turns his/her head and sees the rattle that made the noise, the infant begins to learn that he/she can explore and make things happen. Infants remember very little and they do not think about the future, so they have to keep checking to see if the world is dependable. Gradually, they begin to feel secure about the world and more confident in exploring it. But this happens only if caregivers respond often and in a positive way by feeding them when they're soiled, playing with them and talking to them in a gentle way, and cuddling and encouraging them to try again.

What does crying mean?

The infant has only one way of telling the caregiver that something is not right: crying. Caregivers need to respond to crying to meet the infant's needs. Soon you can distinguish between pain, hunger, anger or fussiness. In each case, the infant needs the help of a caring adult.

Will responding to the crying help spoil the infant?

Probably not the very young infant. Older babies are likely to cry more if they are unsure of the caregiver's response. If the adult only responds to the infant's needs irregularly, he/she can't trust you enough to count on your behavior. Regular schedules and routine caregiving can help the child know that you are dependable.

Why do some babies adjust to my care without any fuss and others cry a lot? Why do others cry when their parents take them home?

ATTACHMENT AND SEPARATION. Attachment is defined as the tendency of the young to seek to be near their chief caretaker and a few others. These caretakers include the mother, father, family day care mother, grandmother, or whoever is with the infant the most.

Children go through three stages in establishing attachment. During the first two months, they show as much interest in objects as they do human beings. Between two and six months they respond to all people more than to other things in the environment. But during the third stage, infants show a definite preference for a few select people. They want to be cared for by these people and are least afraid when with them. This strong attachment declines during the second and third years but continues through the preschool years.

To be able to form an attachment infants must first develop the ability to see and remember the differences between their parents and other selected people and other adults. They must also be able to understand that the parent or selected adult exists even though the infant cannot see or hear that adult.

With attachment to selected persons comes a fear of strangers and distress when the child is separated from the person to whom the child is attached. These fears are usually observed when the child is between six and 12 months old.

Both parents and family day care providers should be aware of the attachment stages and plan for changes in placement in the home or family day care accordingly. At least one parent should plan to remain with the infant in the family day care home until the infant and parents feel comfortable and to help the caregiver learn more about the infant.

How can I help a parent who is anxious and upset because the baby cries when he/she leaves?

You can let the parent read the section on attachment and separation so that he/she understands that this is likely to happen with any baby. Encourage the parent to call you when he/she arrives at work. Usually the baby will be happy by that time and you can reassure the parent that the child is comfortable and well cared for.

Sometimes a baby cries when picked up by the parent. What can I do if the parent is jealous?

An infant who has been in care since he/she was very tiny (6-10 weeks) is likely to attach to the caregiver and demonstrate distress when separated from the caregiver. Unfortunately, some parents interpret this as "My baby loves you more than me" or "You are taking over my baby." A more accurate interpretation would be "My baby is getting such good care that he/she can trust the provider. Soon this crying phase will be over." As a family day care provider, your goal is to help the infant and parent get through this period with the least amount of distress.

- Make sure the baby is not too hungry and is dry when the parent arrives.
- Encourage the parent to sit down and play with the baby a moment before getting him/her ready to leave.
- Tell the parent about little things the baby did that day.
- Be sure that you communicate to the parent that you understand that this is his/her child and that the parent is competent and responsible for handling the child.

FEEDING THE YOUNG INFANT

By Betty Abedor

During feeding, caregivers should give the infants most of their attention. Holding the young infants close and talking to them tells them that they are important, and feeding them when they are hungry helps them to learn to trust their caregivers. So caregivers should hold the infants when they are nursing from the bottle. It is dangerous to prop the bottle in the crib or on a pillow because the child may choke or develop an ear infection. Mixing semi-solid food with milk in a bottle is also not recommended. The baby will tire of sucking and will not get as much food that way.

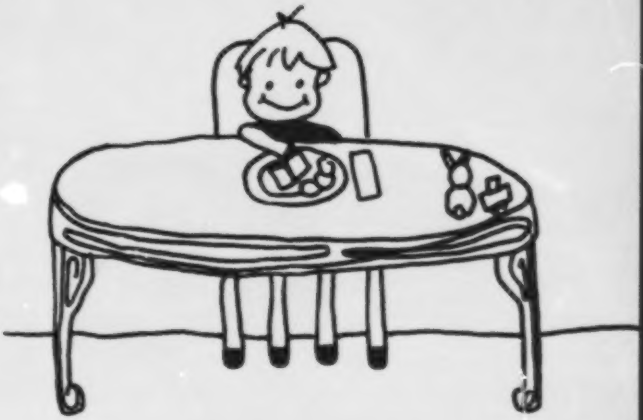
Older infants learn how to hold their own bottles; they also learn new tastes, textures, colors, names of objects, how to hold a spoon, how to get the spoon back and forth from their mouths to the bowl, and how to hold their cups--all this while they are eating! As babies learn to sit up and move about, they gradually can take over more of their own feeding. During the second six months, feeding becomes a social situation with other children. The infants talk and smile at other children and may even share food.

How should I plan for successful feeding experiences?

For all infants, there should be some planning for feeding time.

1. For example, feeding should be in a quiet place with the same caregiver so that the caregiver learns how fast and how much the baby eats and the baby's style so the baby gets to know the caregiver as someone to enjoy and to be trusted. The caregiver can probably learn to feed two infants at once if the infants are eating solid food and can be seated in highchairs, or if they have begun feeding themselves.
2. The caregiver should adjust to each individual baby's feeding rate and recognize that some infants eat or drink very fast and some are slower.
3. Infants may try to help by putting a hand into their mouths when full of solids by grabbing at a spoon. The caregiver can have a small toy or spoon available to keep the infants' hands busy.
4. A wet cloth and a sheet of plastic or newspapers under the feeding area make clean up easier.

When infants begin feeding themselves, things will be more pleasant if caregivers can be relaxed. Expect feeding to be messy for a while and plan to have toys nearby but out of sight to occupy the infant during and immediately after feeding so the infant can play quietly while the caregiver cleans up speedily.



What should I look for in feeding the infant?

If caregivers know what to look for, they can learn to expect behaviors before they occur.

1. For example, if infants are hungry, they may cry, suck fingers or hands, or just making sucking movements. An older infant may cry or move over to watch another child who is eating or grab food from another infant.

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2. If the infant begins to grab for the spoon or pieces of food, that's a cue that the infant is interested in holding the spoon and self-feeding. The infant can practice holding a spoon while the caregiver continues to feed the infant and gradually infants will manage to get food into their mouths using the spoon. If the caregiver provides finger foods, such as teething biscuits, crackers, dry toast, pieces of cooked carrots, cooked green beans and pieces of mild cheese, infants learn to feed themselves and practice picking up small objects with their fingers. Encouragement from the caregiver, such as "Look, you got the spoon in your mouth!" or "I'll help you put some food on the spoon," helps, too.

3. If infants grow fussy during feeding, it may be because they are tired from trying to self-feed. The caregiver may need to take over.

4. If the infant shows no interest in eating, the parents should be notified immediately. If the loss of appetite continues over a period of days, the caregiver should recommend that the parents talk with their doctor.

5. Infants should not be forced to eat, nor be fed every time they ask for food. In a group situation, an infant may see another child eating and ask for more food, even though the infant has just eaten a full dish of food. Food should be given when children are hungry, not just to make them happy or occupy them for a few minutes.

6. Cues which indicate that an infant has had enough milk are:
    a. refusal of the bottle
    b. fussing
    c. playing with the bottle, dribbling milk out the side of the mouth
    d. falling asleep while nursing

Older infants will:

a. cry
b. try to get down
c. turn away
d. spit out food
e. play with food
f. throw food on the floor
g. refuse to open mouth
h. leave the feeding area

What do I feed the infant?

The caregiver should respect the wishes of the parents when planning food for the infant. If parents have special food requests because of their cultural or religious backgrounds, they should let the caregiver know this and may even provide such foods. If the parent wants the caregiver to introduce new foods, the foods should be introduced to the infant one at a time. Then, if a child has an allergic reaction to a food, the caregiver can more easily find that food and eliminate it. The following sample forms made out in advance and made available on a daily basis for the parents and caregivers to fill out provide a useful tool for communicating and keeping track of nutritional needs.

PARENT TO CAREGIVER MEMO

Date	Infant's Name	When Infant Last Ate

Amount Infant Last Ate	New Foods Introduced or Special Requests

INFANT FEEDING RECORD

Date	Infant's Name	Name and Amount of Food

Schedule	Food Allergies, Likes, Dislikes

Are there some general guidelines for infant feeding?

For the first six months, it is recommended that infants drink breast milk, an approved infant formula or a combination of both because these milks are easily digested by the infant. Breast milk that is stored must be recently expressed and refrigerated. Parents should be encouraged to feed their own infants when or if they can return to the family day care home.

After nine to twelve months, the parent along with the physician should make the decision as to when the transition to Vitamin D fortified cow's milk should be made.

Caregivers should plan to keep the following types of food on hand: baby fruits, vegetables, meats, juices, cereals, teething biscuits and appropriate finger foods.

What can I do to be sure that the baby is getting safe, wholesome food?

Food should be removed from baby food jars and small quantities put into a dish. This prevents bacteria growth and spoilage and saves the remaining food for another infant. Opened jars of food should not be kept for more than 24 hours, even if refrigerated. It may spoil.

All bottles, nipples, spoons and other eating utensils should be sterilized or washed in an electric dishwasher.

The nutritional needs of infants can adequately be met by human milk or formula for the first three to six months of life. Because you observe infants in feeding situations, you can help parents determine when infants are ready for introduction to solid food. Parents and physicians will ultimately make the decision. But you can watch for the general signs of readiness for the addition of solid food:

- -- weight has doubled since birth.
- -- the infant can control his/her head and sit supported, and the tongue protrusion reflex has diminished.
- -- the length of time between nursing periods (has done what?) or the volume of formula consumed (has done what?)
- -- (how can you observe nutritional needs?)

At six months of age, all healthy babies will need solid foods in addition to breast milk or formula.

Introduction to Solid Foods

Infants can be forced to consume semisolids at a very early age. There is no nutritional advantage to food other than human milk or formula in the first months of life. It is a myth that early introduction of solid foods help infants sleep through the night, satisfies hunger better than milk or indicates the infant is a fast developer. When infants can sit with support, bob head only minimally and have reduced tongue thrusting, then they are showing signs of developmental readiness to handle solid foods.

Developmental Milestones

The first month is a period of adjustment. Baby's daily patterns of sleeping, crying and eating are disorganized. By the third to fifth week, these patterns of living become more regular. Infants instinctively suck when placed into a nursing position with a rooting, sucking and swallowing action. The newborn feeding pattern (every 1-1/2 to 3 hours with a longer night stretch) changes as the infant grows older and stomach volume increases. A pattern of nursing which allows for sucking up to 20 minutes per feeding provides adequate nutrition.

During the second month, babies continue their sucking reflex for food, pleasure and learning. Frequent sucking of fist or fingers does not reflect hunger or a lack of mothering but is associated with general development. When placed in the sitting position, baby may keep head erect, but it will still bob.

During the third month, motor skills switch from reflex to voluntary body control. Supported sitting is generally attained and head bobbing is minimized. Swallowing and grasping become voluntary.

By the fourth month, most infants can sit supported for 10-15 minutes with a steady and erect head. Hand-eye coordination begins and attempts to grasp objects and bring them to the mouth occur. Infants anticipate feeding and will open the mouth for food. These signs indicate a developmental readiness for food other than milk.

By the fifth month, most infants can sit supported for 30 minutes and the head is continuously erect and steady. Babies watch, grasp and mouth objects and express an interest in eating.

By the sixth month, infants sit well with slight support and can hold the bottle or the cup. Interest in finger feeding and taste preferences develop.

The period from seven to nine months is one of growing independence in feeding. Skill in holding and manipulating spoon and cup increases. Biting and chewing develop, and the infant can sit alone.

In the last quarter of the year, the infant makes significant attempts to feed him/herself and helps hold a cup for drinking. Food can be used to help learn colors, shapes and textures. Independent feeding plays a role in the development of motor skills.

Semisolid Food Selection

The first semisolid food introduced to infants should be a single grain infant cereal. Rice is the least likely to cause any food allergy reaction. The selection of other infant food is influenced by nutrient needs of the infant, family customs, lifestyle and economics. Infants usually progress from strained food to slightly modified table food between 7 and 15 months of age. Changing the texture and consistency of solid foods is a gradual process, with some infants accepting change more readily than others.

*For additional information call or write to the Michigan Department of Public Health, Bureau of Personal Health Services for Recommendations for Feeding Healthy Infants.

DIAPERING AND NAPTIME

By Betty Abedor

DIAPERING

Diapering is an important routine for infants. It can be done quickly or, as with young infants, it can be a time for the baby to be talked to and smiled at by the caregiver. An older infant, however, will not want to take much time from exploration and play to be diapered, so a toy to explore while being diapered or a game of "peek-a-boo" while you're changing him/her will be help.

Planning a special place for diapering is important. Either a diapering table with a rim or a crib with a high mattress is recommended. To avoid germs and infections, the table or crib should be wiped with a disinfectant often. No infant should ever be left for even a second, even if the infant is not old enough to roll over. Plan to diaper when it can be done quickly and without interruptions. Plan to have diapers, pins, lotion, powder, wet washclothes and cotton balls within easy reach, stored in labeled containers in a high place, where young children cannot reach them. Diapers from home can be stored in plastic bags so parents can easily take them home for washing, or parents may be asked to use disposable diapers when bringing the infant to the family day care home. A caregiver may choose to use either cloth or disposable diapers, but some infants have allergic reactions to disposable ones. As infants get older, they'll need thicker disposable diapers or two cloth ones.

How often should I check the baby's diaper?

Every hour and before and after naps an infant's diaper should be checked for wetness or soiling. The infant should be cleaned and if there is diaper rash, it should be treated with an appropriate lotion, salve, powder or cornstarch. The caregiver should check with the parents to see which treatment they prefer for the rash. Before and after each diapering, the caregiver must wash her hands with soap and running water.

As a caregiver changes diapers, she should learn to look at bowel movements to see if there are any changes--such as diarrhea, loose or foul-smelling stools--which might indicate illness. Parents should be notified if there are any of these symptoms, and the infant should be kept separate from other children.

NAPTIME

If the caregiver knows the infants' sleeping patterns, he/she can learn to read each infant's cues more easily. Some infants sleep regularly and go to sleep easily. Others fight sleep. The caregiver should avoid a rigid nap schedule for the infants. It will probably work out better if each infant's cues are responded to instead. Most young infants will take a morning and an afternoon nap, so they will probably be in their cribs asleep or lying quietly about the same time each day anyhow. Before the end of their first year, however, the morning nap is usually dropped.

How might babies act when tired?

The cues that a caregiver should look for which indicate a need for a nap are:

1. fussing
2. rubbing the eyes
3. lack of interest in play
4. clinging to an adult
5. sucking a thumb or fingers
6. putting the head down
7. getting clumsy
8. a slowed pace of activity
9. becoming frustrated easily

The caregiver can plan quiet activities before the usual naptimes, which will help the infants relax and go to sleep. Examples of quiet activities are:

1. being rocked
2. being placed in a play pen with a few quiet toys
3. reading a book
4. drinking a bottle of juice

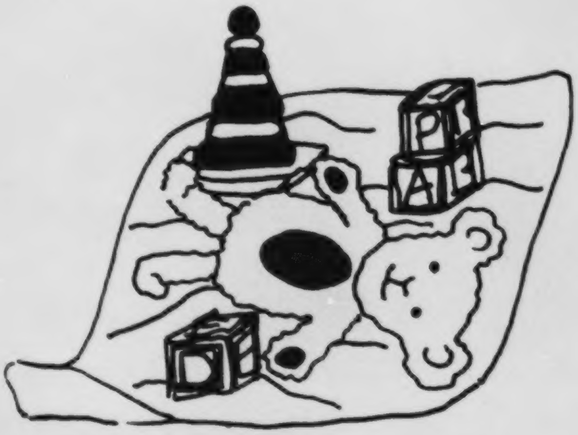
There is a need to plan for naptime just as for other routine care. Each infant needs his/her own crib to sleep in each day. Those infants or toddlers who have about the same sleeping schedule should be placed near each other. A few toys to play with, a blanket, a music box or a pacifier--something which will help the infant go to sleep--should be placed nearby so the caregiver can quickly choose the infant's favorite naptime activity. If the infants sleep in the same room where they spend their waking time, the caregiver will need to gradually work the infants into a similar schedule so sleeping infants won't be disturbed. If some children are asleep and some are awake, it allows the caregiver more quiet time with one or two infants or children, but the caregiver will need some other place for these quiet activities.

What kind of cooperation should I expect from parents regarding naptime?

The caregiver should encourage the parents to share the sleeping schedule of their infant with him/her as well as information about any situations that might affect the usual sleeping routine of an infant, such as a parent's absence, visitors in the home, teething, an accident or illness in the home, etc.

An infant who is upset, hungry or soiled should not be put down in his/her crib and left to cry. The infant is trying to tell the caregiver that something is wrong. At this time, the caregiver should comfort the infant by picking him/her up and then check to see if the infant is soiled, if a pin has come undone, if the infant is hungry or if the infant is uncomfortable for some other reason. Patting an infant gently on the bottom in rhythm or singing or humming a lullaby will sometimes help calm an infant who is fighting sleep. Each caregiver will have to work out his/her own way of dealing with the problem of a crying infant at naptime, but making certain the infant is tired but not over-tired before placing him/her in a crib will help.

When an infant has completed his/her naptime, he/she should be removed from the crib as soon as possible. The infant should be changed, talked to gently and cuddled if needed so that he/she can wake up slowly. Some infants like to play in their cribs for a while with a toy, but the caregiver should peek in on sleeping infants often to see that they are all right and that an infant who has awakened is not left too long in the crib.



INFANTS CAN LEARN

By Betty Abedor

Do infants need something more than being warm, well fed and dry?

Yes! Babies need to be played with, talked to and carried about the house, so that they can hear, see, smell and experience the activity of family life. They learn from the activity and can show that they are learning by moving, looking and making sounds.

How do infants learn?

It may be easy to overlook the fact that young infants need stimulation and play experiences, just as older infants do. For example, young infants enjoy and learn from being placed where they can see and hear what is going on in the room. Long before infants move about, they explore with their eyes and ears. A caregiver who understands this will be sure to place two or three-month-olds where they can watch people and begin to tie sounds to what they see. Young infants particularly enjoy looking at objects that show a black and white contrast (as opposed to gray) and objects that move and make sounds.

What are some of the things I can do to help young infants learn?

1. React to coos or gurgles the infants make by moving seven or eight inches from them so they can see your eyes and mouth and smile and repeat their sounds and rub their stomachs. Repeat their vocalizations and get a conversation going between you. This can be done while you diaper, bathe or hold them or at any odd moment in the day.

2. Place the baby on a flat, safe surface, stand behind the baby out of sight, and hold a rattle about a foot above his/her face. Shake it gently until the baby looks at it. Once the baby sees the rattle, move it in a slow circle around his/her head so the baby can keep it in sight by just moving his/her eyes only. Vary this by reversing directions and go around the other way, smoothly and slowly. Let the baby practice and enjoy moving only his/her eyes. Next move the rattle above the infant's head 12 inches from his/her eyes and move in a curved line all the way down to the side so that the infant's head turns to follow the sound. Then do the same on the other side. Let the baby practice moving his/her head both ways. After the baby has used both eyes and head, shake the rattle a little behind his/her head. If the baby looks up but can't see the rattle, bring it forward so he/she can see it and then move it back again. The object is to get the infant to push his/her head back to see. Try this again both to the right and left side of the baby's head. If in reaching for the rattle the baby grabs it, allow him/her to have it, even to put it into his/her mouth. This can be practiced over and over again.

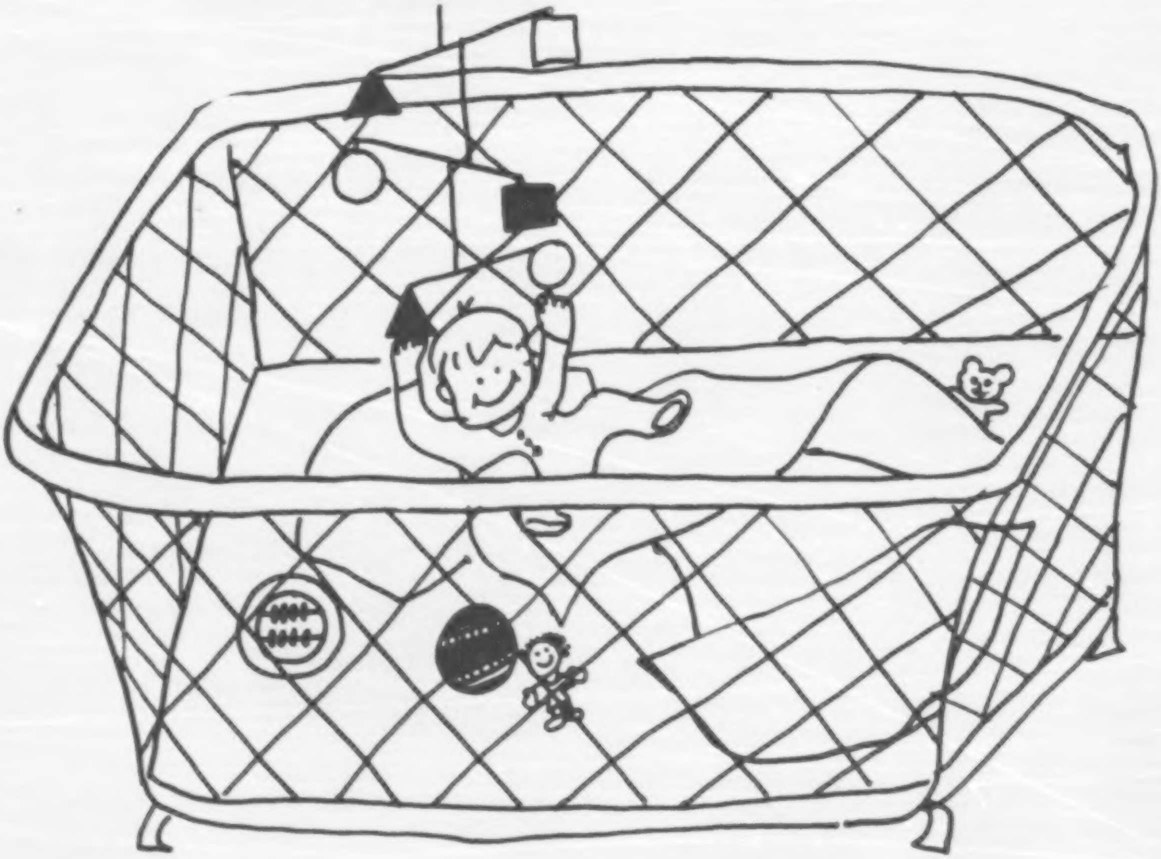
When the baby is lying on his/her stomach, face the baby and dangle the rattle directly in front of him/her. Slowly lift the rattle so that the baby has to raise his/her head to follow it. Help or show the baby how to push up on his/her arms to watch the rattle. When the infant can watch it, smile, lower the rattle, and do it again. Infants are ready for this when they are able to support themselves on their arms.

3. Purchase mobiles which hang over the crib. The young infant can practice using his/her eyes to follow bright, moving objects as they swing and turn.

4. Hang bright, bold, colorful pictures where the infant can see them.

5. Provide safe objects for the mouth so the baby can explore. The baby will taste and feel the difference in objects and enjoy them on his/her own. As you explore with the infant, talk about the objects and say their names and how they taste and feel. Be sure the objects are big enough so that the baby will not swallow them, such as a teaspoon, top to baby food jar, rattles, textured cloth ball, wooden or plastic cubes, plastic cup, large plastic keys, soft rag doll or a large plastic ring.

6. Provide a cradle gym and set the toys in motion by bouncing the crib mattress. Encourage the baby to set them in motion by moving the baby's feet for him/her. Let the baby practice and learn to do it alone when choosing to do so. Remember to talk to the child about what you are doing to him/her.



OLDER INFANTS PLAY AND LEARN

By Betty Abedor and Alice Whiren

Older infants are ready to reach and touch with their hands, produce speech sounds and begin to follow simple directions. So they need to hear language. They also want to explore by looking, feeling, mouthing and banging all kinds of objects. As they begin to creep about, infants need practice in moving and handling objects. They will begin to feel good about what they can do.

What are some of the things I can do to help older babies learn?

1. Let them play with many safe household items, such as pots and pans, spoons, cups, hairbrushes, magazines, cards, bottle covers, cloths, door stops and others. Continue to tell them the names of the objects in nature: rocks, leaves, sand, sticks, pine cones, snow, etc., but make sure they do not swallow harmful objects.

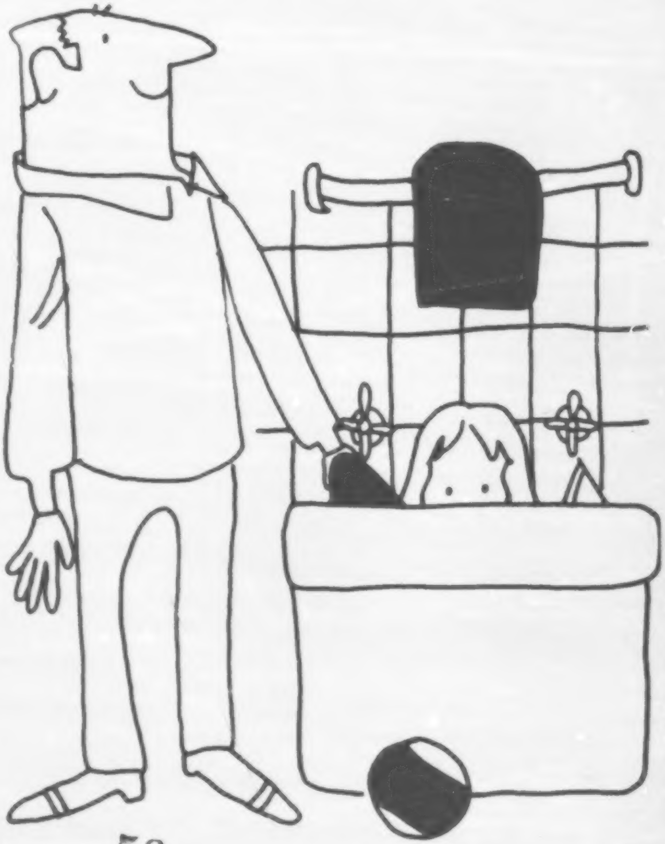
2. Place floating toys in the bath water where they can reach for them.

3. Infants can be given mirrors so they can see their images and reflections of other things. Point out the infant's eyes, ears, nose, mouth, saying the name of each as you go along. Point out your eyes, mouth, etc. Say, "I can see Jane. Where's Jane?"

4. Encourage the infant to use his/her whole body by shaking the rattle off to one side so the infant can hear it but not see it. The infant will turn and probably reach for the rattle. Give it to the infant and let him/her play with it. Next time use the other side so that he/she turns both to the right and to the left.

5. Take one of the infant's favorite toys and place it on a soft piece of material so the infant can grab and pull. Place both the toy and the material slightly out of reach. While reaching for the material, tell the infant what he/she is doing. "You're pulling on the blanket. Pull it so you can get the toy." Show the infant how to do it, if necessary, and encourage another try. Let the infant play with it if he/she is able to pull the toy within reach. The object of the game is to get something by using another piece of material; the infant learns to succeed and get what he/she is after. Avoid forcing the child to continue if he/she is tired or wants to do something else.

6. A creeping infant will have fun going after a ball that is rolled out of reach. Encourage the child by saying, "Go get the ball; bring it to me." Roll it again and watch the infant go after it and maybe even try to roll it to you. The infant can go after all sorts of household items as you watch the other children.



There are many more games to play with infants to encourage use of all five senses: seeing, hearing, tasting, touching and smelling. For example, providing different kinds of surfaces to touch, such as hard and soft, and rough and smooth, and just picking up and holding the infant will help the infant develop his/her sense of touch. Talking to the infant about how each surface feels makes both you and him/her more aware of the many textures that are about. The caregiver will have to consider each infant in his/her care and select appropriate toys, games and materials. Remember that toys and activities should be safe. Questions to ask are: "Could children put this object in their mouths? Is it washable? Is it painted with lead-free paint or paint that will not make an infant sick? Are there any sharp points? Will any part of the toy come apart and be put into the mouth and swallowed, such as a button or a stuffed toy?" Another point to remember is that toys and games should give infants an opportunity to practice their new skills. The games described are good examples of ways to teach babies to use their new skills, such as reaching, creeping and examining objects.

When should I encourage this kind of play?

Each infant needs a balance of play and rest; of activity and quiet solitude. The best time for learning and playing is when the baby and the caregiver are rested and comfortable. Infants need close supervision during play. They are easily distracted and may injure themselves or eat inapproriate materials in the play space.

Is it important for me to play with the baby?

Yes! The older infant who is crawling usually prefers to play very near the caregiver. Short periods of play with the infant help to direct his/her activity. Talking to the infant, showing him/her what can be done or involving the infant in activities that you are doing helps him/her learn.

How long should infants stay in their cribs while awake?

Everyone, including infants, needs some time for quiet activity. If the baby is happy "singing" or playing with a busy box in bed, the caregiver can be reasonably sure that the appropriate amount of quiet time is being provided. Babies should not be left for long periods of their waking time in a crib with nothing to do. They may become listless and apathetic. They are definitely not learning.

THE TODDLER

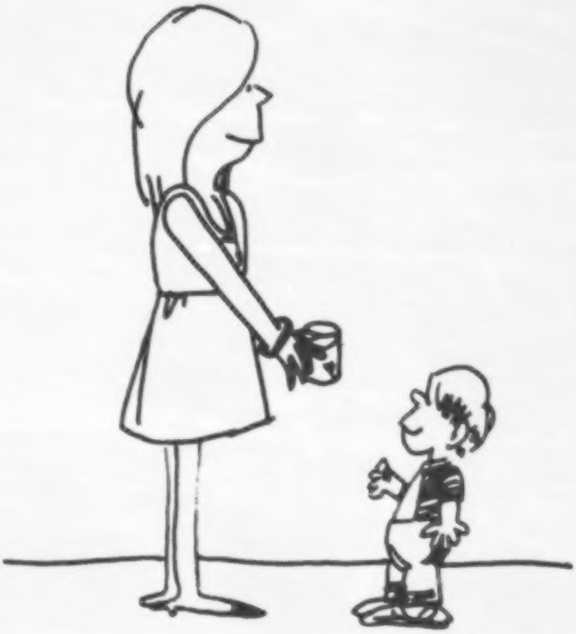
By Betty Abedor

A child between the ages of about 15 months and 2 1/2 years is referred to as a toddler. The child at this age is becoming aware of the fact that he/she is a separate person from his/her parents, one who can make things happen independent of them. For example, the toddler is beginning to speak; can move about on his/her own and is beginning to walk; and is gaining control of the sphincter muscles so he/she can have a bowel movement or not. This is an exciting and challenging stage of growth that a caregiver must understand to appreciate! The toddler is striving to become independent but at the same time is very dependent upon the caregiver.

How does a toddler learn about him/herself?

The toddler is busily establishing him/herself as a separate person. The toddler gains an idea of him/herself through actions and feelings about him/herself as well as other people's reactions to what he/she does. While exploring his/her own body and the environment, the toddler finds out what he/she can or cannot do. For example, the toddler likes to name major facial features and body parts and will play this game of naming or finding his/her eyes, nose, chin, leg, etc., for quite a long time. One can also observe a toddler talking to him/herself as a parent might when about to do something wrong. Self awareness can also be observed as the toddler becomes aware of which objects are his/hers and which objects belong to a brother, sister or friend.

It is important for caregivers to realize that their reactions to the toddler are telling the toddler about him/herself. For example, as the toddler is allowed to make simple choices--such as choosing to stand up or sit down, to accept a hand to hold or not, to accept a drink or not, to go outside or stay inside--the toddler learns that he/she has some control over him/herself and the environment. But the caregiver should realize that the choices to give a toddler must be suitable choices. If they are too difficult the toddler begins to doubt his/her ability to make choices and therefore doubts him/herself. When an adult claps or applauds a toddler for an accomplishment, it helps the toddler feel good about him/herself, and success at a task makes the toddler feel good about him/herself from within.



How does independence begin?

One way toddlers show their need for independence is by saying "no" or by nonverbal behaviors which also say "no," such as going limp all over, running away, biting, pushing, scratching, having temper tantrums and pushing parental limits (rules) too far. The toddler usually learns "no" long before "yes" and says "no" often when the toddler means "yes." It is as if he/she uses "no" to stall for time while he/she makes an inner decision. If a caregiver can remember this is part of a toddler's normal development, it is easier to live through. However, caregivers can also remember to give suitable choices and give a toddler time to make those choices. If the child is overtired or overstimulated, it is not the time to offer choices at all--rather, a firm, positive statement is needed. Substituting one activity for another, offering extra affection, and just taking time out to go for a walk with the toddler will often assist both the toddler and the caregiver through negative periods. But most of all, remember a toddler needs more time to explore, to dress, to eat, to practice things without a great many "no's" directed at him/her. Try to tell the toddler what you want him/her to do rather than what not to do.

12 months. The child shows definite signs of understanding some words and verbal commands. One-word sentences such as "mama" "dada" "out" "up" and "eat" are often expressed.

18 months. The child uses a jargon which an adult cannot understand but also has a vocabulary of 10 to 100 words which may be expressed in single words or brief phrases which the adult can understand. The child about this time also repeats words and syllables that he/she hears.

24 months. Two-word sentences such as "Baby's crying" "Daddy all gone" "Me go" and "Me do" are usually evident. The vocabulary increases to about 200 to 300 words, and the child may begin to name everything in sight.

30 months. Vocabulary increases rapidly, with new words being added every day. The child is trying now to communicate with adults and other children and may become frustrated if no one understands. At this point, the child usually understands what is said to him/her.

What kinds of movement or activity can I expect?

The toddler can now walk, climb, run, open and close, push and pull, drop and pick up, and carry items in one or two hands while on the move. In addition, if there's a kiddy car or tricycle, the toddler may begin to use it. He/she is beginning to take things apart and put them back together, such as cooking utensils and lids, bottles and caps, stacks of cups, blocks on pegs, etc.

As the toddler learns each new skill, he wants to practice, exercise, and gain control over these new abilities. Thus he/she needs many opportunities and space to practice, as well as firm and clear limits set which protect the child. The caregiver needs to look about the house and play-yard and put away those items which are too dangerous for a toddler, rotate the toys which are appealing so there will always be a new interest in toys, put fences or guards in front of steep stairs, and always be on the lookout for new activities which the toddler can do.

DEVELOPING SELF-CARE SKILLS IN TODDLERS

By Betty Abedor

TOILET TRAINING

When should toilet training begin?

The toddler gradually gains control of the sphincter muscles. As the child does so, he/she can hold on or let go of his/her bowels. But the toddler must learn from the parents and/or the caregiver when and where to let go. With the parent's permission it may be up to the caregiver to teach the toddler this. The caregiver also needs to watch the toddler carefully to see when he/she is ready to cooperate. For example, some of the readiness signs for a child who is about two years old are: staying dry for longer periods during the day, having a regular bowel movement schedule, telling the caregiver after he/she has soiled his diaper, or complaining about being uncomfortable in soiled diapers. If the caregiver can be casual about training and try to keep a cheerful attitude, it will be to both the child's and caregiver's advantage. An important point to remember is that toilet training is a gradual process with success occurring a little at a time. It is important to the child that he/she learn and cooperate at his/her own pace and feel successful.

How should I go about toilet training?

The following sequence has been used with success. It is suggested because the child is not pressured to "perform."

1. Provide a child-sized potty seat and take the child there once a day at the same time of day. The child can sit there with his/her clothes on because the object is to get the child to sit there. Reading to the child or giving him/her a cookie will make it more fun.

2. After the child understands that you want him/her to sit there, take his/her pants off so the child will sit there bare. Explain that it is the toilet seat for him/her to use, while the big one is for the adults and the older children to use. An older child might be happy to show a young child how to sit on the toilet seat. (Guards to divert urine, provided for little boys, are not necessary and get in the way, and a child can get hurt getting on and off the pot.) A little boy can learn to hold the penis down and aim it into the pot.

3. After the child has sat on the toilet seat for a few days at a regular time, take the child there a second time each day when there's a bowel movement in the diaper. Sit the child on the seat and remove the diaper, putting the bowel movement in the pot. The child can then see what is supposed to go into the pot.

4. The child will get the idea after a while and begin to urinate and have a bowel movement while sitting on the potty seat. It will take some children longer than others, but with encouragement like "You put your BM in the pot. Good!", most children will begin to feel successful.

5. As the child hears the sounds of urine or bowel movements hitting the pot, he/she begins to feel successful and may express this in "Me do it." He may attach another name to his need to urinate or have a bowel movement, so the caregiver needs to listen.

6. After a week or so of success, the child can learn how to pull training pants up and down so he/she can perform without help. This is a new skill, and the child will probably practice it over and over again.

7. If a movable potty seat is used, it can be taken outside or in a corner of the playroom so it will be nearby for the young children. Older children can share in the learning experience if they understand why

the potty seat is nearby. They can actually help the two-year-olds with this new skill by showing them what to do, if they are willing.

8. Little boys will learn to stand up to urinate if they have an opportunity to observe older boys or men. Also, they may explore their penis more than ever before at this time, which is perfectly normal. This is the way a young child learns about his body, and masturbation is really to be expected as he investigates the penis. This period will pass unless someone makes him feel guilty for this normal interest.

9. Gradually the young child will want to use the big toilet like everyone else. The caregiver may need to provide a sturdy step up to it and then show the child how to sit on the seat. It is easier for a young child to sit facing backwards at first so he/she does not have to turn around and not worry about falling through the seat.

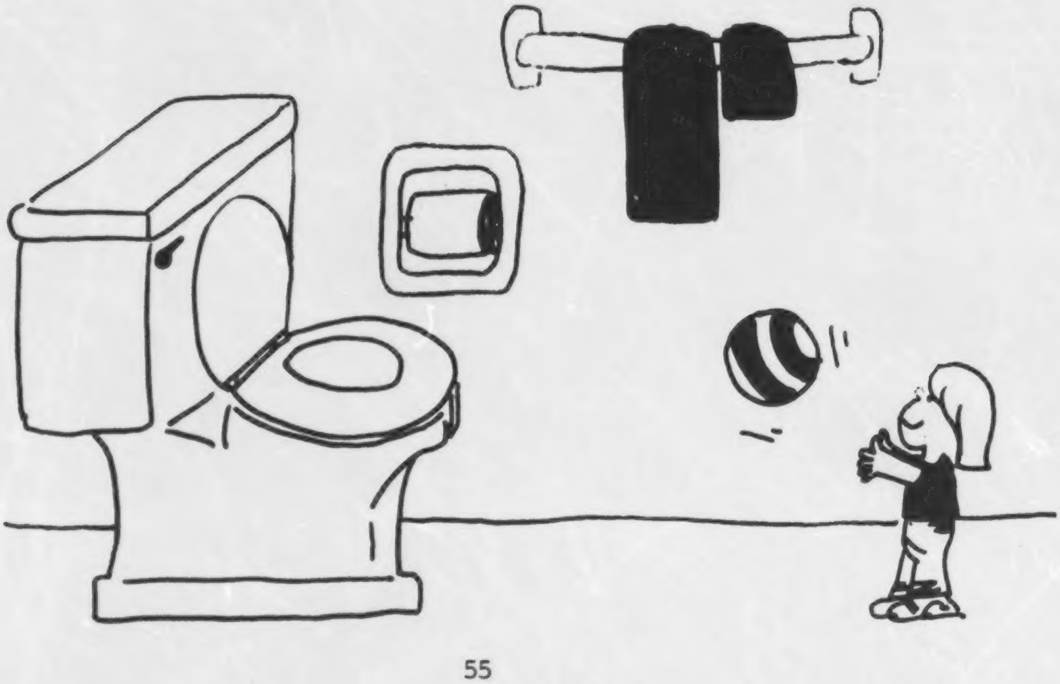
10. Expect accidents and do not expect full control. It may take six weeks to get this far. Night training will probably occur later. The child may also spend much time setting toys on the toilet seat, flushing the toilet or dropping objects into the toilet to watch them disappear.

What's wrong if the child is "trained" at home and not at my home?

Often mothers who watch their child's behavior and know when he/she usually urinates can get the child on the toilet at the right time. The child has not learned to do this for him/herself, though he/she will begin to understand what the toilet is for. The parent can tell the child's typical pattern to the caregiver so that the pattern can more easily be continued. The caregiver is responsible for making sure that information about the child's progress in toilet training is shared with the parent.

Occasionally a child has been trained for several months and then is not. Why does this happen?

There may be several reasons including illness, crisis in the family or new learning. Some children learn to walk, talk and stay dry within a short time. When a child is working on a "new" accomplishment he/she may forget an old one.



EATING ALONE

Should the toddler feed him/herself even when messy?

The toddler wants to do things alone and feeding him/herself is very important to the child. Although his/her first efforts at self-feeding may be messy, the child should be encouraged to try it. A toddler can usually hold a cup with two hands and tries to manage a spoon. This is a new skill, and again the toddler needs and wants to practice it (along with a fork a little later). It takes time and patience on the caregiver's part, along with encouragement. By the time the child is two, he/she will probably be able to manage the cup and spoon quite well.

Though children vary in when and how they go about self-feeding, when they do decide to do so, they want to do it by themselves. Children generally get the amount of food they need if it is served in small amounts and served attractively, and if a variety is offered from which to choose.

Finger foods are often good, such as pieces of raw apple, Cheerios, peanut butter and jelly sandwiches, bananas, etc. The young child enjoys practicing picking them up between thumb and forefinger.

Avoid nagging a child to eat. Provide plenty of time to eat. Place some newspapers or a plastic sheet on the floor near the high chair, and keep a damp cloth handy to make meal time more pleasant for both caregiver and toddler.

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TEMPER TANTRUMS

By Betty Abedor

As toddlers, children want to do more for themselves, and because of this, conflicts arise between toddlers and caregivers. Caregivers have a tendency to view the toddler as a baby who still relies on them for everything. So they tend to force themselves on the toddler. For example, a caregiver may insist on putting the toddler's shoes on, taking off the child's pajamas or drying the child after a bath when the child really wants to do it and can succeed. The toddler may protest and say, "Me do it" or "No, No, No!" or react physically with pushing, shoving, biting or kicking. This may be the begining of a tantrum.

Why do toddlers have tantrums?

Temper tantrums are a way in which children show and release their anger and frustration. They may throw themselves on the floor, kick, scream, pound with their hands, feet or head, or go off running and screaming. They also may let go and hit whatever happens to be close by--a toy, a table, an animal or another person.

Occasional temper tantrums are not unusual in a toddler. It is the toddler's way of dealing with too much frustration. Tantrums still must be dealt with however. If an adult can remain calm and confident, this will reassure the child who has lost control. But if the adult grows angry or embarrassed, the toddler reacts with increased frustration.

What specifically can an adult do?

There are three common ways of dealing with tantrums, but there is no one right way for all children. One might try distracting the toddler, ignoring the toddler or giving in to the toddler and thus encouraging the toddler.

Distracting means the caregiver tries to interest the child in something else and turn his/her attention to other things. Sometimes it works and sometimes it doesn't. For example, if a child wants a toy in a store, and the mother doesn't want the child to have it, the child may react by throwing him/herself on the floor and screaming. A mother who tries distraction would pick up the child, head out of the store and point out other interesting sights along the way.

Ignoring the tantrum can succeed or fail also. It is best to stand firm and be calm. First be sure the child can't hurt him/herself. Repeat the rule or limit which caused the tantrum in the first place. "I will not let you have candy right before dinner." Then move to another part of the room (within eye sight) and busy yourself. Let the child know you are nearby and when he/she is ready to come back, greet him/her warmly and invite him/her to join you in what you're doing. In this way, you are telling the child you still accept him/her and that all is forgiven. But neither you nor the child won the battle of wills. Sometimes a child will follow the adult around, flinging him/herself down over and over again as if to say, "Watch me cry." This might seem pretty ridiculous to both child and caregiver, in which case they might very well end up in laughing at their behavior. Or if the child persists, the adult might end up distracting the child after all.

The third way to deal with tantrums is to give in to the child's demands. As mentioned earlier, this seems to encourage the behavior. If you want to stop tantrums, try distraction or ignoring.

How can tantrums be avoided?

One can help avoid temper tantrums by being certain the child has regular naps and regular bedtime hours as well as regular meals, etc. As mentioned earlier, toddlers need room in which to move with few restrictions. This reduces frustration and encourages active play, which releases energy in a healty way.

PROGRAM PLANNING

By Margaret Crawley and Alice Whiren

Why is it important to plan daily schedules for the children in my family day care home?

By careful planning, a home caregiver can create an atmosphere in which children feel relaxed and comfortable and where they are able to learn through play and through association with other children. Planning a variety of activities throughout the day facilitates the development of the children while helping the provider to run his/her home smoothly. Careful planning requires that the caregiver know how to set up a basic routine, how to select children's experiences and how to adapt them for differences in age and disposition. It does not mean that a caregiver has to follow a tight daily schedule or that the caregiver will not experience days when the children are not able to respond to his/her planning as expected.

Do I need to have some basic plan for each day?

Children rely on a certain amount of routine as a source of security and comfort. A regular time to play freely with toys, to eat snacks and meals and to rest during periods of quiet activity or naps enable the children to adjust to your home happily. The children are likely to eat a better lunch and rest in the afternoon if you plan some outdoor play or vigorous exercise during the late morning. Children also need some variety in their activities so that they are kept challenged and interested. A home caregiver can combine homemaking responsibilities and caregiving in a way that children's needs for routines can be met and an interesting program of activities is produced.

What are some of the components of a good routine?

ARRIVAL AND BREAKFAST

Children arrive, hang up coats and talk with the caregiver. They may like to eat some breakfast in a relaxed way if they did not have time to eat at home.

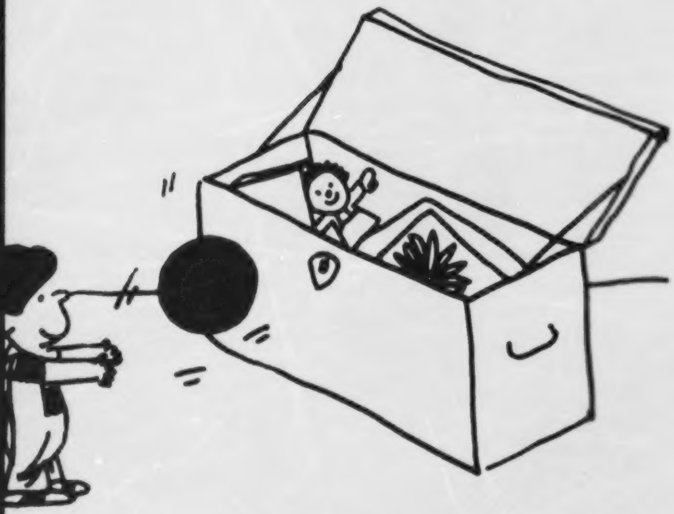
PLAY INDOORS

Children play freely with toys in the playroom or living room. The caregiver supervises play and guides children's behavior as necessary. The children will play happily if they have a variety of toys. Blocks, cars, trains and homemaking toys, such as tables, chairs, dolls and doll beds, dishes and dress-up clothes, will provide them with the opportunity for imaginative play. Children learn to deal with the world through this kind of play. Puzzles, building and sorting toys will help the children to think and to organize. It is a good idea not to have all of your toys available at any one time but to bring different toys out of your cupboard at different times. The caregiver can use this time while the children are fresh and happy to complete household chores.

In the relaxed atmosphere of the family day care home, the children could also choose to help the caregiver with the chores. Three-and four-year-olds might enjoy helping to clear the table or put away the dishes. They learn through these everyday experiences.

CLEANUP

Children can be expected to help put away toys or play materials according to their age. A 10-month-old might drop a ball into a box. An 18-month-old may put toys away with the assistance of the adult. The child is likely to forget what he/she is doing in midstream and continue playing. A 2-1/2 year-old is beginning to be able to clean up more independently but does best when working alongside an adult. A four-year-old who has had experience in being a helper does quite well, though the child may not get everything done. By five, most children are able to do a reasonably good job of cleaning up toys as they are finished with them, rather than leaving everything to the end of the play period. The caregiver must remember that some children have not been expected to clean up their toys by their parents. These children will function more like a younger child until they learn what you expect of them.



SNACK

Children get hungry during the morning. The provider may allow the children to eat a snack prepared for them whenever they are hungry or have everyone sit down together to eat.

OUTDOOR ACTIVITY

The caregiver has many choices in providing good learning experiences for the children. Many of these fit together with daily household tasks. Occasionally, shopping, banking or going to the library are part of the outdoor activity experience. More frequently, children need to play in the park or yard.

Natural materials such as sand, dirt, water, leaves and snow provide many hours of contented play. These need to be supplemented with other playthings, such as wheeled toys, trucks, sleds, shovels and climbing equipment.

During bad weather, children still need opportunities for vigorous activity in sheltered areas. Some basements and garages may be suitable for this experience.

LUNCH

Plan meals that are nutritious but easy to prepare so that the children are not kept waiting too long. Children may enjoy meals and eat well if they sit together at the table and talk with one another and with the caregiver. The size and height of the chairs and tables should be comfortable for the children. If pitchers are light and easy to manage, three-and four-year-olds can pour drinks. They are also able to pass food.

QUIET ACTIVITY, REST OR NAP

Looking at books, listening to music or doing a puzzle in a quiet room may be all that 4 1/2-to 5-year-old children need. Some older children will benefit from lying down, even if they do not sleep. The youngest children, of course, will need a regular nap.

The caregiver should be sensitive to each child's needs on a particular day and recognize the decreasing need for a nap as the children grow older.

SPECIAL ACTIVITIES

The caregiver plans some activity for the children and interacts closely with them while they are participating. These activities may be set up while the children are resting. Setting up a store with cans and paper money or getting out a doctor's and nurse's kit for playing hospital are examples of special play experiences. A neighbor or a caregiver friend could be invited to visit at this time so that the children could have the experience of playing with a larger group of children than they are used to. The caregiver could also use this time to talk to the children about a special holiday or event such as Thanksgiving or Christmas, and to work on some special projects which relate to the holiday. It is good to have a lot of ideas and to feel relaxed about being able to introduce a new idea to the children.

What is an appropriate time schedule?

A regular pattern of events is important to the children. The exact timing of each activity is not. Each provider will need to work out a time pattern which is most comfortable. The following guidelines might help:

CHILDREN

1. For maximum satisfaction, children need time to finish tasks or play.
2. Children have more accidents during the periods before meals when they are hungry. Eat on time.
3. Children may have difficulty getting along if they are bored or tired.
4. Children may get overexcited by changing activities rapidly.
5. Children are happier and better behaved when their days consist of alternating quiet and active times.

ADULTS

1. Caregivers need time to prepare and clean up meals and messy activities.
2. Caregivers should have times of quiet as well as times of interaction with children.
3. Caregivers may integrate some homemaking tasks into the regular routines of the day.

How can I plan a variety of daily activities if I care for six children, including an infant?

The same basic routine could be followed, but the activities would have to be chosen to meet the needs of the infant as well as the preschoolers. An infant will be happy to watch the children during free play and can sit in a seat that is placed in a pen for safety. One of the caregiver's tasks during the morning will be to feed and bathe the infant. Older children may be willing to fetch clean diapers, soap and baby powder. They learn from the experience of caring for an infant if the caregiver is willing to allow them to help. The caregiver can take an infant outside with the children as long as she is properly dressed and in a warm stroller during the cold weather. A nap during the late morning is necessary, so a routine which allows for the infant to sleep while the older children are still laying or while they are eating lunch is appropriate. The caregiver could feed the infant and spend some special time alone with him/her while the other children rest. The infant will play with suitable toys during the afternoon activities and may be ready to take a second short nap by late afternoon. The infant may need to be held by the caregiver or a member of the family as he/she reads or sings to the other children or as the group watches TV.

How do I fit the needs of a toddler into my daily routine?

Toddlers will not be able to spend as much time in free play as the older children. They have not learned to play with other children yet. The caregiver or one of the older children may have to give them some special attention during this play period -- help to line up blocks, read from a simple picture book or help put objects into containers.

Toddlers enjoy being outside with the older children and will follow them around in the yard. However, they will need to be taken in a stroller or a wagon on excursions when the older children can walk or ride bikes. They tire more easily than the older children, so the caregiver could plan to feed and put them down for a nap while the older children are still playing in the yard. Toddlers will be happier playing freely with toys that are appropriate for their age than taking part in planned afternoon activities. If the caregiver wanted to do some special project with the older children, he/she could arrange with a neighbor or other caregiver to take the toddlers supervised in another room by this second adult. Toddlers will enjoy music activities with the older children and will learn by imitating them. They may need to be held during the story and TV time.

What age children should I care for?

It takes a lot of skill to care for children of various ages. Caregivers should consider this when deciding how many and what age children to take into their homes. If you choose to care for infants and toddlers along with other children, all the children will have the advantage of learning from and about other age levels, but you will have to develop a program which is flexible enough to be changed on the spot to meet the demands of the infants and toddlers and provide the preschoolers with a variety of learning experiences.

VALUE OF ART FOR CHILDREN

By Elizabeth Houston

Why are art experiences important?

Art is important for young children because it allows self-expression and creativity. A child can express feelings through art that are not easily verbalized. Many art experiences provide for emotional release. Experiences in art also bring out children's imagination.

Social experiences may also be gained through art activities. Children learn to share materials, take turns, make decisions and respect the rights of others. As children learn to explore new materials, intellectual growth takes place also. Children learn to coordinate their small muscles, through art experiences such as painting, cutting, drawing, and manipulating clay and play-dough.

Finally, art is fun. It provides satisfaction and enjoyment for children.

Teachers and adults should remember the developmental level of children when planning art experiences. Young children start at the beginning stage of scribbling and advance to the stage where pictures and figures are recognizable. Each stage is important to the child. Young children should be praised for their scribbling just as older ones who can draw a picture of a man with all body parts.

What can I do to make messy art activities easier?

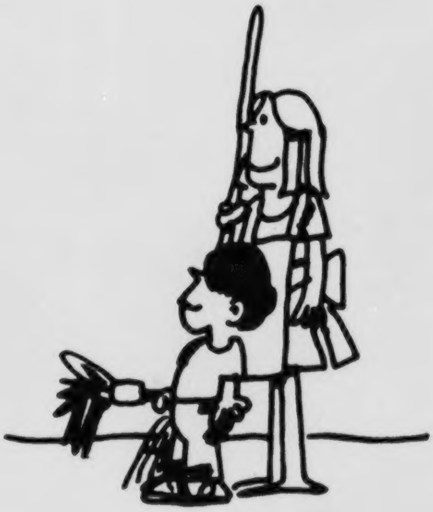
For some art activities, the adult should cover tables with paper to protect table tops and make cleanup easy afterwards.

For painting and messy art experiences children should always wear smocks or aprons to cover their clothes. Sponges and water should also be available for cleaning up spills.

Do I have to clean up the mess alone?

Children between 3 and 5 can be expected to do most of the following things:

- Keep art materials together in the right place.
- Paint on the paper, not on the wall or another child.
- Rinse paint brushes; wipe table or floor with damp sponges.
- Wash hands and aprons and in general clean up. Put materials away.
- Hang or place pictures or sculptures in an appropriate place.



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ART ACTIVITIES

By Elizabeth Houston

CRAYONS

Age Recommended:	1- to 2-year-olds
Group size:	3 to 4 children
Materials needed:	Construction paper, box of large crayons

Directions:

Have a small group of children sit at a table. Give each child paper and let children select crayons from the box on the table. Print each child's name on his/her paper in upper corner. Explain to children that they can draw or make a picture on their paper. Demonstrate by marking on paper with a crayon.

Note: This is usually the scribbling stage. Do not tell children to draw any specific object or picture. Let children use their imagination.

COLORED CHALK

Age recommended:	2- to 3-year-olds
Group size:	4 to 6 children
Materials needed:	Box of large colored chalk, aprons for children, newspaper for covering table, paper bags or drawing paper

Directions:

Have the children put on aprons. Next, each child will select the colors of chalk desired. Wet the paper bag or drawing paper. Show children that drawing with chalk on wet paper will produce a different kind of picture than using crayons. Let children experiment with as many colors as they like.

Cleanup:

These pictures will be slightly wet. They should be hung to dry or laid flat on a table. Children should put chalk back in the box before washing up.

A pail of water for washing hands may be kept close to art table. A wet sponge should be available for children to assist in cleaning up. Children can take newspaper off the table and place it in the wastebasket.

PAINTING

Directions:

Children should wear aprons for all painting experiences. The table top may be covered and sponges and water provided for cleanup. Children can assist in making most paints that do not require cooking. Most painting experiences should be limited to 3 to 4 children at a table. Paper should be slightly wet for finger painting. All paintings should be allowed to dry thoroughly before the children take them home.

FINGER PAINT

1/2 cornstarch 2 quarts water	Mix together and cook until clear
1/2 cup Lux flakes	Add to above

Add a few drops of glycerine.

For color, beat in tempera with egg beater. Wet paper and allow children to make designs on paper with fingers. Hang to dry.

SOAP FLAKE PAINTING

Using egg beater, whip Lux or Ivory soap flakes with water until fluffy and foamy. Food coloring can be added. Wet paper and children can spread with fingers or use brushes. Let dry. ("Painting" a table top and then washing it is lots of fun, too!)

STRING PAINTING

Use various sizes and lengths of yarn, thread or string. Dip string into small containers of tempera paint and move string around on paper to make a design. Allow these pictures to dry on table--the paint may drip if the pictures are hung to dry.

PLAY DOUGH

Age recommended: 3- to 5-year-olds
Group size: 4 to 6 children
Materials needed: Bowl, measuring cup, large spoon, flour, water, salt and food coloring (optional), and container for play dough

Directions:

"Today we'll make play dough and everyone will have a chance to help." The provider reads directions and allows children to take turns mixing and kneading. The "recipe" can be drawn on a paper with magic markers.

Recipe for Play Dough

1 cup salt
2 cups flour
2 tablespoons salad oil
Enough water to make a smooth dough

Note: Food coloring can be added to water to make colored play dough.

Mix all ingredients, then knead. When dough is smooth, it can be divided and given to children to play with. This recipe makes enough for two children. Play dough can be kept several weeks stored in tightly covered plastic containers and refrigerated. Discard when sour.

CLAY

Age recommended: 3- to 5-year-olds
Group size: 4 to 6 children
Materials needed: Commercially purchased modeling clay, aprons, sponge and water

Directions:

Make sure all children wear aprons for this activity. Explain to children that they can use the clay to pound, pat and roll into balls. Let children use their imagination. Adults should not make an object for children to copy.

Note: Clay is harder for small children to manipulate than play dough.

Cleanup:

Make sure all children wash their hands. A sponge and water should be available to wipe the table after the paper is removed. Children should be encouraged to put clay back in containers when activity is finished and top should be securely tightened by adult. Children may need hand cream after playing--the clay dries out the skin.

SPONGE OR VEGETABLE PAINTING

Materials needed: Small pieces of sponges, white potato cut in half, cut pieces of celery, tempera paint and small plastic containers to hold paint, and paper. Various designs or shapes can be cut into sponges and vegetables.

Directions:

Place containers of different colored paints on table along with cut sponges and vegetable pieces. Show children how to dip a sponge or vegetable into paints and press on paper to make designs. Children can use any or all colors of paints, sponges or vegetables to make their designs.

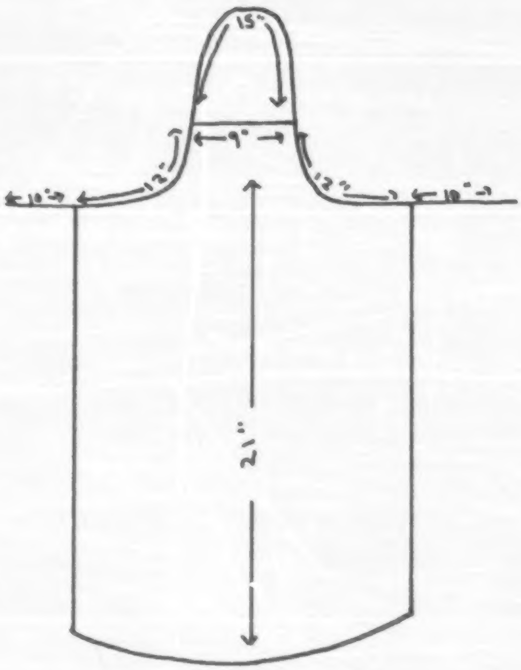
Note: Vegetables should be thrown away after use; however, sponges can be washed, dried and stored for later use.

Note: Tempera paint, big brushes, paper etc. may be purchased directly or ordered from school supply companies. Check with your local schools for names and addresses.

TEMPERA PAINT EXTENDER

Combine one part Tide detergent with one part dry tempera paint and mix well. Add one-half part water. It should be thick paint. The Tide acts as paint extender and also allows paints to be washed out of children's clothes easily.

PATTERN FOR APRON



Materials needed: Fabric for apron, bias tape, thread and elastic (optional)

Directions:

Cut pattern from newspaper first. If two sizes of apron are desired, cut two patterns, one for a small apron and one for a large apron.

Lay pattern piece on fold of fabric, pin and cut. Sew bias tape around the edge of the apron. Leave 10 inches of tape on each side for apron string. Elastic or 15 inches of bias tape can be used around the neck.

COMBINATION COLLAGE

Age recommendation: 3- to 5-year-olds
Group size: 4 to 6 children

Materials needed: Paste or glue, construction paper, paste brushes, variety of materials placed on table in separate containrs such as cotton balls, broken egg shells, rice, macaroni, dried beans or pieces of tissue paper, bits of ribbon, cut egg cartons. Any combination of three or four materials is recommended at one time.

Directions:

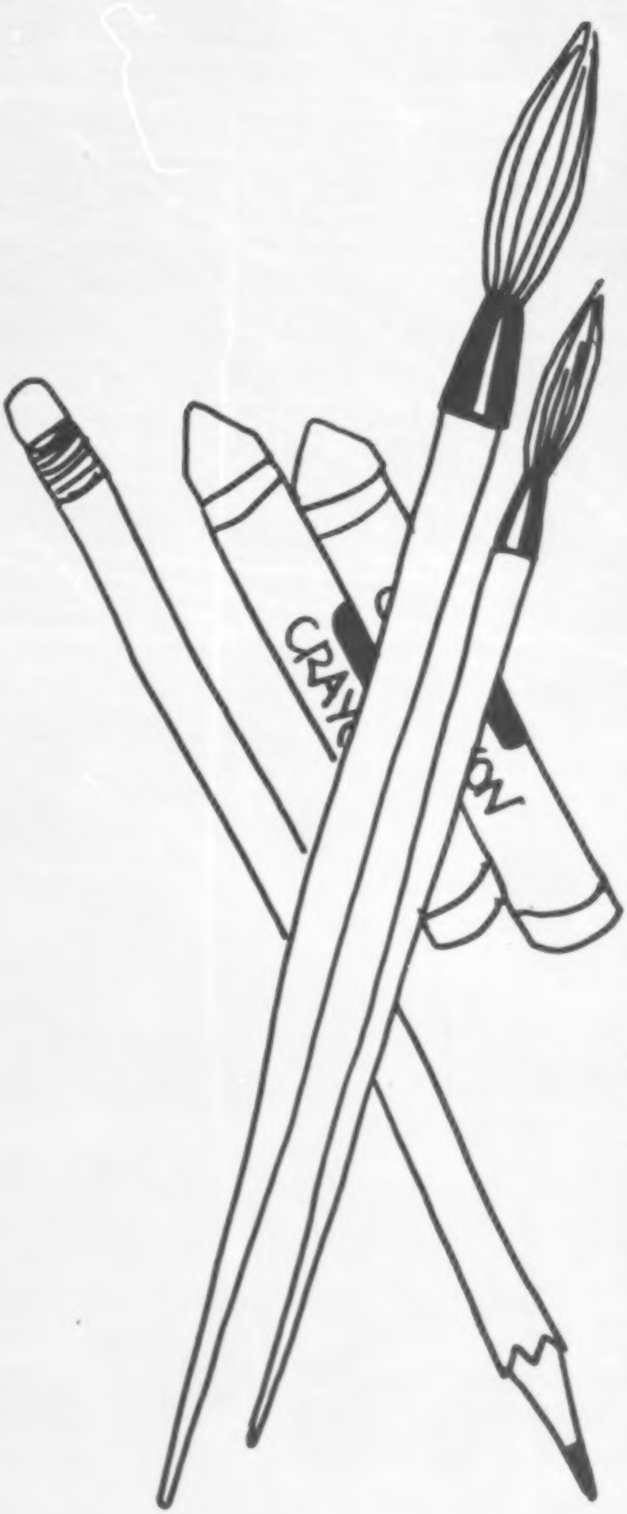
When children are seated at the table, give each a sheet of paper for pasting. set all materials for the collage, including paste and paste brushes, on the table. Children can share containers of paste. There should be one paste brush for each child doing the activity. Demonstrate how to spread paste first, then press the collage materials on the glue. Explain that the children can use any materials on the table. When children are finished, make sure their names are printed on the papers. Allow the paste to dry.

Cleanup:

Announce cleanup time 5 minutes prior to cleanup. This will give all children an opportunity to finish a picture already started. Children can pick up all collage materials and place them in the proper containers. Older children can wash paste brushes.

CUTTING AND PASTING

Age recommended: 4- to 5-year-olds
Group size: 4 to 6 children
Materials needed: Scissors, paste, and paste brushes, construction paper, pages torn from magazines with pictures of toys, clothing, fruits, vegetables, people, etc.



Directions:

Several pages of pictures torn from magazines should be available on the table, along with paste, paste brushes and paper. Explain that children can choose any pictures they like, cut the pictures and paste them on the construction paper.

Note: Make sure children know how to use scissors. If they do not show them how and let them practice on scrap paper. Observe children carefully as they cut with scissors. This is a good activity for small-motor control and eye-hand coordination. Make sure scissors are child-sized and will CUT! Left-hand scissors should be available for left-handed children.

THE VALUE OF SCIENCE TO YOUNG CHILDREN

By Alice Whiren and Elizabeth Houston

What is science?

Science to children means having opportunities to discover, to explore, to ask questions, to find answers and to satisfy their curious minds. Science is important to everyone, and it is found all around children in their everyday activities.

Many experiences stimulate children's minds, causing them to be curious to learn facts. Allowing many first hand experiences increases children's chances for observations and explorations. Science activities also increase children's knowledge about the environment--plants, animals, air, water, conservation and the world around them.

What is the role of the caregiver?

THE CAREGIVER ANSWERS QUESTIONS. A three-year-old asks on the average of four hundred questions a day. "What's that?" "How?" "Why?" The caregiver answers briefly and simply the everyday questions. This develops the child's language and gives the child information about everyday events.

THE CAREGIVER CLARIFIES CHILDREN'S MISCONCEPTIONS. A 2-1/2 year-old may have learned that a particular bug is an ant. When he says, "Look at the big ant," while pointing to a June bug, the caregiver indicates that it looks something like an ant but is called a June bug. Respect for the child's growing competence is conveyed by the way you clarify the child's ideas.

THE CAREGIVER SHOWS CHILDREN HOW TO FIND INFORMATION. Children often ask questions that we can't answer. Finding an answer with a child is far more important than knowing all the answers yourself. You can ask someone else, look it up in a book or "try out" several different answers. Illustrated children's science books that are available in discount stores or in libraries are usually more helpful than adult books. There is nothing wrong in telling a child, "I don't know--let's try to find out." Having tried to identify a bird without coming to a definite conclusion, you might say, "We tried to find out what it is, but I'm not sure. Next time we will watch it more closely." Helping children learn how to find new information is an important contribution to their learning.

THE CAREGIVER HELPS CHILDREN TO USE ALL FIVE OF THEIR SENSES. Take time to stop and watch a colony of ants marching across the sidewalk. Ask the children to be quiet a moment so they can hear the wind blowing in the trees. Let children identify familiar fruits and vegetables by smell alone. It's an easily organized game! Many tasting experiences can be developed around snacks and lunch. Children delight in touching the different textures around them: the soft velvet of a pillow, the smooth feel of water, the rough surface of the sidewalk. The caregiver need only to pause, perhaps comment on what's happening and encourage the children to do the same. This, too, is science.

THE CAREGIVER TAKES A LITTLE TIME IN HER BUSY DAY TO PAUSE AND REFLECT ON AN EVENT, TO WONDER WHY, TO SHARE AN IDEA OR TO ASK A QUESTION OF HERSELF WITH THE CHILDREN. Science is not memorized facts. It is rather a way in which we discover why the potatoes turned black when they burned dry or why popcorn pops. Science for the young child is learning about everyday events in his/her small world. The child learns to ask questons, to find out answers and to fit new understandings to new experiences.

SCIENCE ACTIVITIES

By Elizabeth Houston

LEARNING ABOUT ANIMALS

ANIMAL SOUNDS

Age recommended: 2- to 3-year-olds
Group size: 3 to 4 children
Materials needed: Record player and record with animal sounds, or tape recorder and tape of animal sounds; pictures of animals (example: cat, dog, horse, cow). Try to find pictures that correspond with sounds on tape or record.

Directions:

Have children sit so that they can see the pictures. You might say, "Today I'm going to show you some pictures of some animals (cat, dog, horse, cow, etc.). When I play the record (or tape), see if you can tell me which animal is making the sound." When children answer, hold up a picture of the animal that's making the sound. Next, hold up pictures and let children make the animal sounds. Let children talk about animals, where they live, what they eat, which one can be a pet, etc.

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ANIMALS THAT LIVE IN WATER

Age recommended: 4- to 5-year-olds
Group size: 4 to 6 children
Materials needed: Pictures of various fish, sharks, whales, crabs, seals, sea lions, lobsters and dolphins and a book about tadpoles.

Directions:

"Some animals live in water. Can you name an animal that lives in water?" Let all the children name one animal. Show pictures of animals in water and discuss each. Read a book about tadpoles and show stages of tadpoles until they turn into frogs.

Additional activities:

1. Take a walk to a pond and collect some small tadpoles and let children observe the life stages of a frog in a jar.
2. Set up an aquarium or a fish bowl with goldfish; observe fish and let children take turns feeding them.

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LEARNING ABOUT PEOPLE

PARTS OF THE BODY

Age recommended: 3- to 4-year olds
Group size: 3 to 4 children
Materials needed: Book--"I'm Me," pictures of body parts, large paper for drawing crayons.*

Directions:

Read the story before asking children to identify parts of their bodies. "John, show me your arms, point to your knees." "Ruth, where are your feet?" Where is your shoulder, Harriet?" "What are our legs used for?" Many questions of this nature can be asked about body parts to see if children can name them.

*Clure, Beth and Ramsey, Helen; I'm ME! Bowman, Glendale, CA 1971.

Additional activities:

1. Let children lie on large pieces of paper on floor and draw around them, then cut out the shapes. Children can draw in eyes, nose and mouth and color the pictures.
2. Let children take off shoes and socks and step in prepared tempera paint and do footprints. See if children can identify their own footprints. Hang to dry.

* *

When should the caregiver plan specific science experiences and what should they be like?

Any adult-planned activity should occur in the daily schedule at about the same time every day so that the children will know what to expect. The storytime converts easily to science time. There are many excellent children's books available that might easily help you start conversatons with the children.

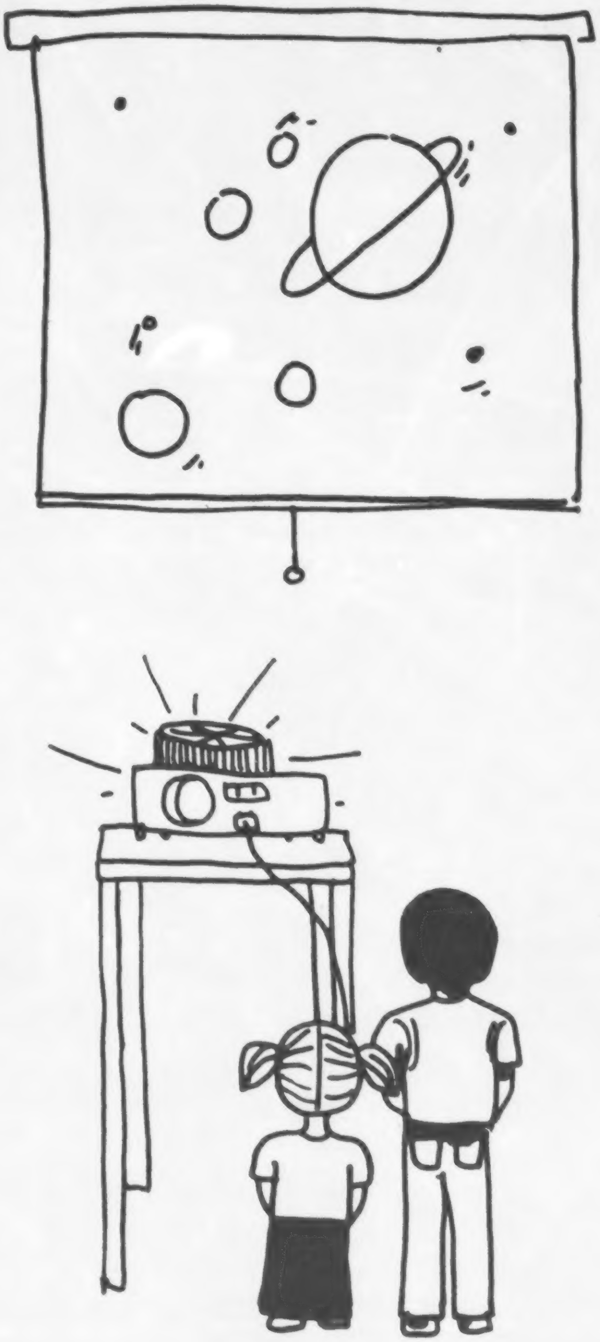
If you plan specific activities, the following general guidelines will be useful:

- Make sure your information is correct.
- Keep the vocabulary simple but accurate.
- Use simple explanations and answer only the questions asked. Avoid long or complicated answers.
- Keep activities limited to the areas of interest of the children in your home.
- Plan activities in which the children can listen and then do something.
- Follow through in finding the answer with a child when you have promised to do so.
- Relate each planned activity to some other experience the children have had in your home or with their parents.

Do I need to have science lessons every day?

Most of the science learning that goes on is done casually as you and the children engage in everyday activities. You do need to think about developing the children's ideas every day and then take advantage of the many opportunities you might have.

Planned activities are generally enjoyed by the children and are usually better organized by the caregiver. Generally, a good family day care program has some casual and planned activities.



DIFFERENT CHARACTERISTICS OF PEOPLE

Age recommended: 4- to 5-year-olds
Group size: 4 to 6 children
Materials needed: Pictures of people of different races and countries (cut from magazines).

Directions:

"How are people different? Look at the others. Is there anyone here who looks like you? We all have arms, hands, legs, feet and faces but we all look different, don't we? What makes us different? (Give children time to think and answer). Some of you have black hair, some have brown, some blonde; some long hair, some short; some curly, some straight; some people have brown skin, black skin, light skin , some people are short, some tall; some are fat, some are thin; some have black eyes, some blue and some brown. Can you think of other ways people are different?" Show pictures of people that you have collected. Discuss their differences and likenesses.

Additional activities:

1. Ask children to bring pictures of themselves to put on a poster or bulletin board so children can observe how they are different from and similar to their friends.
2. Discuss how all people are alike in many ways, having the same basic needs (food, water, clothes, shelter, to be loved, etc.).

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SEASONS OF THE YEAR

CHANGING SEASONS

Age recommended: 4- to 5-year-olds
Group size: 4 to 6
Materials needed: Pictures representing four seasons, clothes for each, environmental changes.

Directions:

"There are four seasons in a year--they are fall, winter, spring and summer. When the season changes, the weather changes and you have to wear different clothes. The trees and flowers also change. What time of the year is it now?"

Hang up: Show pictures of trees in fall, changes in leaves. Talk about holidays in fall (Halloween, Thanksgiving) as they happen. Fall is the time when we can pick apples, find acorns on the ground under oak trees. Watch the animals collect nuts and other food in fall. The weather begins to get cool, and we may have to start wearing sweaters.

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WINTER

"During winter, the weather gets cold, and we have to wear heavy coats, boots, gloves and scarves. It is important to dress warmly in winter so we don't catch colds." Have children cut out pictures of winter from old magazines. Discuss some holidays in winter (Christmas, New Year and Valentine's Day). Make bulletin board of appropriate clothes to wear in winter. Plan activities to do in the winter, such as ice skating and snow sledding.

* * *

SPRING

In the spring, point out when flowers begin to bloom and the grass begins to turn green. Let the children help plant vegetables. When outside, listen to the birds singing. Discuss why there are lots of rain showers and why children have to wear raincoats and hats. The holidays to celebrate in spring are Easter, Mother's Day and Father's Day. Ask children to suggest other important things that happen in spring.

Additional activities:

1. Make a bulletin board and show some things that happen in spring.
2. Plant a vegetable garden; let all children participate in preparing the ground and planting the seeds.

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SUMMER

Let children talk about the characteristics of summer. Make a list of their answers. Summer is sometimes considered vacation time. You can go on picnics and to the beach, the parks and the zoo. The weather is usually hot during the summer and you can wear shorts and tops to play in. Discuss safety with the children and why shoes or sandals are sometimes needed.

Summer is also a time when children learn to eat lots of fresh fruits and vegetables. Name some fruits and vegetables you like to eat in the summer (tomatoes, watermelon, cantaloupe, honeydew melons, corn on the cob, cucumbers, peppers, strawberries, etc. and have the children hold, feel, smell and taste some of these. Some day care children may not be familiar with all of these foods.

Additional activities:

1. Make a bulletin board together that shows characteristics of summer.
2. Take a field trip to a park and have a picnic.
3. Visit a farm or a market to observe fresh fruits, vegetables and flowers.
4. Let the children help prepare fresh fruit salad for a snack or lunch.

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MAGNETS

Age recommended:	4- to 5-year-olds
Group size:	4 to 6 children
Materials needed:	Bar magnets, tacks, small nails, paper clips, pencils, a small piece of wood, chalk, plastic spoons and forks.

Directions:

"Today we'll talk about how some things can be picked up with magnets and some things cannot. If something has some iron or steel in it, then it can be picked up with the magnet. Things that do not have iron or steel will not be attracted by the magnets." Demonstrate with plastic fork and paper clips. Which one is picked up by the magnet? The paper clips are attracted by the magnet. Now let children discover which items on the table can be picked up. Let children explore other areas of the room to find out how many items they can find that will be attracted by the magnet.

Counting--More or Less

COUNTING THREAD SPOOLS

Age: 3- to 4-year-olds
Size of group: 3 to 4
Materials needed: Empty thread spools of the same size--about 5 to 10 spools per child

Directions:

This is a table activity. The provider stacks five spools to make a tower. "Mary, let me see you make a tower like this one. Which tower has more spools; which one has fewer?" "John, let me see how many spools you can stack to make your tower." Allow all children to stack spools. "Mary, do you have more spools in your tower than John? Let's count them and find out."

STRINGING BEADS

Age: 3- to 4-year olds
Size of group: 4 to 6
Materials needed: Box of beads of different colors and sizes. These beads can be purchased commercially with strings for easy stringing. Note: Large macaroni that has been colored can be substituted.

Directions:

Place all beads in a box on the table. Let children practice stringing them. Then ask several children to count the beads on their string. If they can count already, they can practice with you. Be sure the child touches a different bead each time he says a number.

Questions you might ask:

1. "Judy, let me see you string all the blue beads. Now count them with me."
2. "Helen, who has the most green beads?"
3. "I will string some beads. Now see if you can string the same number of beads on your string."
4. "How many red beads do you have, Jim?"

COUNTING LOTTO

Age: 4- to 5-year-olds
Size of group: 3 to 4
Materials needed: Commercially produced lotto game or homemade squares with numbers from 1 to 10 laminated or covered with contact paper. Pictures of birds, insects, shapes or flowers with corresponding numbers.

Directions:

Have children count numbers in order, first to see if they recognize the numbers. Demonstrate how to match numbers with pictures. Example: Place the number 2 beside the picture with 2 ladybugs on it. Allow children to match as many cards as they can, then discuss each.

Note: A felt board or bulletin board can be used to hang pictures for children to manipulate and match as they like. Other concepts can be taught from this activity, such as size, shape, color, likeness and difference. A commercially purchased domino game can also be used for counting.

EXPERIENCES WITH NUMBERS

By Elizabeth Houston

Why do children need to learn about numbers so young?

Number is a part of every child's daily experiences. It is therefore important that young children have a good understanding of basic math ideas. The math skills learned at this level will play a great part in the development of more advanced skills later.

How should I organize number activities?

Adults should note that math concepts should be built up gradually, starting with the simple and moving to the more complex experiences. Remember also that maturity is the key to teaching mathematics to young children. Not all children may be ready for the same skills at the same time. When introducing new math concepts, be sure to relate these to ideas the child has already learned. This process makes it easier for children to understand the new ideas. Repetition is highly recommended for young children.

What can I help the children learn?

The activities that follow are designed to help the child:

1. Recognize small groups in counting.
2. Establish a one-to-one relationship.
3. Note changes in size and shape.
4. Learn concepts of more, less, how many, big and little.

Each activity includes teaching materials needed, directions for the activity, and recommend group size and age of children. Please feel free to vary any activity to fit your situation. Remember, all children should be included in the clean-up process. They should be expected to put toys in boxes or on shelves when an activity is finished.

STORY: THREE BEARS

Age:	3-to 5-year-olds
Size of group:	5 to 10
	Story book of Three Bears or flannel board story

Directions:

Have children sit in a circle so all can see the book or flannel board. Read or tell the story of the Three Bears. The provider should emphasize the size of the bears. When story is finished, have children identify the big bears and the little bear (baby bear). Discuss the story afterwards.

Additional Activities:

1. Collect several toy animals of varying sizes. Have children group them according to sizes. Example: "Mary, show me all the little animals. Can you count them?"
2. Rearrange animals: "Joseph, hand me the three little animals. Of this group which one is the smallest? Which is the biggest?"

Other materials to emphasize the concepts of big and little:

1. Cardboard cutouts of circles, stars and squares of various sizes
2. Balloons of different sizes
3. Stacking/nesting toys
4. Set of metal/plastic measuring cups
5. Blocks of different sizes

COUNTING IN EGG CARTONS

Age: 3- to 4-year-olds
Size of group: 3 to 4
Materials needed: 4 empty egg cartons, checker chips

Directions:

"Today we are going to count some chips." She puts chips into one side of egg carton slots. "Now I would like for you to see if you can put the same number in the other side just like I did." Provider demonstrates.

Note: For the 3-year-old--use a half-carton. The 4-year-old can use 12 slots. Have children count aloud as they match your chips. Increase the number of chips in each space as they grasp the idea.

Sizes: Big--Little

Age: 1- to 2-year-olds
Size of group: 3 to 4
Materials needed: 3 or 4 sets of stacking cups of different sizes. Regular home measuring cups can also be used or orange juice cans when cut edges have been wrapped.

Directions:

Introduce the cups to the group and talk about the sizes and how the cups will fit into each other. Demonstrate by fitting all the cups together then stack the cups with the big cup on the bottom and the little one on the top. Let children take turns fitting them together and stacking them. (Limit 4 cups per child.) Discuss why the cups fit together.

Line up the different sized cups on the table. Ask child(ren) which cup is big, which one is little. You can also ask child to point to, or give you the little or big cup.

DIFFERENT SIZED FRUITS

Age: 1- to 2-year-olds
Size of group: 3 to 4
Materials needed: Fresh fruits--orange, grapefruit, apple, banana

Directions:

Show group three different sizes and types of fruits--orange, apple, grapefruit. Ask which one is little, which one is big. "Is the apple bigger than the grapefruit?" "Look at the orange and the apple; give me the big one; the little one."

Use a banana and orange. "Some fruits are round and some are long. Show me the fruit that is long." "Now show me the one that is round."

When the activity is finished, prepare and serve the fruits for snacks and talk about each.

HELPING CHILDREN LEARN RIGHT FROM WRONG

By Betty Abedor

When parents or caregivers expect a child to conform to particular customs, manners, laws and rules, they are requiring the child to conform to the moral code of their particular social group.

Are family day care providers responsible for helping children learn right?

In a family day care home, children have an opportunity in a group setting to learn what the group will or will not allow. The caregiver has the responsibility of setting standards by establishing rules or limits for the children in the home. However, it would be less confusing for the children if the caregiver and the parents would work out together a general code of conduct. Both the caregiver and the parents would then have similar expectations and there would be less conflict between caregiver and parents and children.

Plan a general code of conduct by thinking through a day from beginning to end. For example, the caregiver and parents can establish a time for dropping off and picking up children or set a time when an older child is to come to the home and clearly explain to the child what he/she is supposed to do. "You are to walk from the school to my house as soon as school is out." Other rules or limits are described later in this section.

What can I expect of day care children?

INFANTS: BEGINNING EARLY

Children begin to learn what is right and what is wrong from infancy, but it is a slow process which goes on into the teenage years. At birth, a child has no conscience or set of values. The child must be taught. For example, an infant who begins to hold on to furniture and pull him/herself up may grab a magazine and begin to tear it apart. The infant is exploring the feel of paper, listening to the sound of the tearing, and perhaps tasting a bit of it also. The infant does not know this is wrong unless the adult tells the infant "No" and removes it. After a few "No's" and redirections (showing the infant an acceptable substitute for the magazine), the infant will get the idea. It is a wise parent or caregiver who removes valuable or harmful objects from the places infants can reach and substitutes objects which are not harmful or valuable for teaching an infant or toddler what can and cannot be touched and explored.

TWO-YEAR-OLDS: LEARNING WITH REPETITION

A two-year-old is capable of learning right from wrong even though he/she is constantly on the move, busy exploring every bit of the surroundings and determined to be independent. Again, caregivers and parents should remove valuable and harmful objects and give clear, simple directions to the child about what they want the child to do, what not to do, what is right and what is wrong. If the caregiver has to stop the child from doing something "wrong" the child should be given something else to do. For example: "No, these scissors are too big and sharp for you to play with. You may cut the paper with the children's scissors. This is how you cut with your scissors." The caregiver then shows the child what paper to cut and how to use the scissors. (The caregiver does not expect a young child to stay on the lines or cut out a pattern.) She/he also praises or hugs the child or otherwise shows the child how pleased he/she is that the child is doing what is right. Young children who have learned to trust adults will want to please them, and this favors their learning acceptable behavior.

PRESCHOOL YEARS: ASKING "WHY?"

Through constant activity and direction by the caregiver, the young child slowly begins to learn many family rules and procedures. For years the child will need the adults around to stop him/her from doing something that is wrong. For example, when an older child leaves a toy lying about and a young child wants to play with it, the young child will probably go ahead and play with it even though a rule has been made that he/she is not to touch it. The child simply does not have the "little voice inside" yet which says "No." A young child of about 3 or 4 still depends upon outside "no's" from an adult. During the years between 3 and 6, the child begins to take in what the family and, to some extent, what the social group says, and this becomes a part of him/her. The child at this age begins to feel guilty if he/she does not meet these standards. During the ages of 3-6, a child is capable of some reasoning, and a caregiver should explain why a behavior is right or wrong. For example, "Sand is not for throwing; it stings people's eyes. If you want to throw something, you may have a ball. The sandbox is a place for you to dig and build." Young children judge an act by its consequences. If they are punished for breaking a lamp, for example, that behavior is wrong. If they go to bed on time and are praised for it, that behavior is right.

SCHOOL-AGE CHILDREN: UNDERSTANDING RULES

A school-age child is well aware of rules and who makes them. He/she realizes that children as well as adults can make rules and that there are rules at school, in the community, in the family and between friends. He/she is continuing to take in these rules, but they are still viewed as other people's. The child at this age is trying to understand, remember and cooperate with rules, although he/she may on occasion challenge or forget them. For example, the child who knows that toys are to be put away when play is finished may scatter them all about the floor and then run outside to play without a second thought. The caregiver must then bring the child inside, remind him/her of the rules and then say, "I expect you to put the toys away before you go outside. After the toys are on the shelf, you may continue your game outside. That's the rule." Because the child wants to be viewed as "good" or "nice," he/she will probably cooperate. The school-age child of about 10 also learns that when he/she does something helpful or nice for someone else, that someone will be inclined to remember it and help the child next time. As the older child learns to appreciate other points of view, he/she realizes that others can see his/her point of view as well. For example, older children (at about 12) may change rules in a game and accept those rules if everyone involved agrees to them. It is very important, however, that everyone agree, because only then is the rule viewed as fair. This shows much growth compared to the young school-age child who obeyed fixed laws or rules and outside authority.

How do children learn right from wrong? What can I do?

Basically, acceptable behavior by children is probably affected most by the behavior and teaching of parents over a period of years. If caregivers assume the duties of parents, then the child also learns behavioral patterns from them. Learning acceptable behavior is like learning other behaviors: actions speak louder than words. If an adult tells a child to be honest but the adult is dishonest, the child will pick up on this and will probably follow the adult's actions rather than words. Knowing what is right and wrong does not guarantee the appropriate action, either. This is as true for children as it is for adults. So it is with a great deal of time and patience that adults teach moral behaviors to children.

How can I make fair, just rules for my children and for the day care children?

In a family day care home, a caregiver not only needs to be aware of his/her own actions and how children learn from them, but the caregiver must also be aware of how consistently the rules and limits are applied from day to day and also how consistent he/she is between what is expected from his/her own children and from the other children in the day care home. For example, if the caregiver allows his/her own children to help themselves to a snack after school and eat in front of the TV, but insists that the other children be served only a particular food and only in the kitchen, that is inconsistent. The caregiver should think through the expectations for all the children and make one rule for them all that they can live with. But if the caregiver and the children decide the rule is too rigid or too lax, the caregiver can certainly change it. Changing rules to suit the caregiver's or group's needs is to be expected, but not on a day-to-day or even a week-to-week basis. Periodically the caregiver should evaluate his/her behavior and that of all the children and make the necessary adjustments.

The following situations and possible techniques for dealing with them are examples a caregiver might use for helping children learn right from wrong.

1. Susan, age 4, comes in telling the caregiver about the big tiger out in the yard who just ate all the cookies. Sure enough, all the cookies are gone but only Susan was outside.

At this age a child uses fantasy to express fears, hostilities or other forms of tension and to help solve simple problems. Susan, for example, is afraid she'll be punished for eating all the cookies so she invented the tiger story. She is not deliberately lying. The caregiver can choose to overlook this behavior because it is typical of young children; he/she can encourage more imaginative thinking and continue with the tiger theme, or may point out that the tiger is fantasy (pretend) and that Susan really ate the cookies (the reality of the situation). Instead of shaming Susan, it would be wiser to point out the fact that other children didn't get any cookies and are unhappy; that too many cookies may indeed cause Susan to become ill; or that Susan should take only two cookies and let everyone else have two cookies before helping herself to more. In the future, the caregiver should make it clear how many cookies each child may have and why, and better supervise snack time.

2. Sam and Tim, ages 10 and 11, are both being cared for in a family day care home. They stopped at the corner grocery on the way to the caregiver's home after school and stole a couple of sex books, which they were laughing and giggling over. The caregiver decided it was time to stop the behavior and find out where they got the books.

If Sam or Tim tells where the books came from, the caregiver can go quietly to the store with the boys and return them (after the other children have gone for the day). If the boys are not willing to tell, the caregiver can probably figure out various likely places where they could have gotten them and go to all of them with the boys. The caregiver could also take the books away from the boys and keep them until he/she finds out who the owner is, without making an issue of it. The caregiver should provide books which are interesting to these particular boys and in general books which are considered good literature for their age range. The local librarian can be of assistance here. At any rate, playing down stealing (or lying) will probably make the acts less desirable for a child. Providing alternative behaviors, on the other hand, teaches children to be constructive. Taking the books away and having the boys return the books to the rightful owner tells the boys in a direct manner that those behaviors are not acceptable. Providing informational books which are geared to a 10- or 11-year-old (with parental approval) will teach the boys what they need to know about sex in a positive way.

3. John, age 8, came to his family day care home swearing. The caregiver found it distasteful and considered it bad for the other children.

One of the surest ways to cure a child of swearing is to let the bad language appear trivial and at the same time to admire acts of courage or other behaviors that are positive. Scolding or arguing doesn't usually help much. But simply stating that it is offensive may work with some children. Another technique is to find out how many bad words the child knows. This response takes the fun out of saying all those words. Another technique is to ask the child to repeat what he/she said because it wasn't quite understood. The child will probably find this technique deflating. Another technique is to suggest other words the child might use which are impressive and acceptable (use the dictionary to find them). Encourage the child by saying he/she is big and smart enough to find better descriptive words.

SUMMARY

THE CAREGIVER SHOULD REMEMBER THE FOLLOWING POINTS IN HELPING CHILDREN LEARN RIGHT FROM WRONG:

1. The caregiver has the responsibility of setting standards in his/her own home by establishing rules or limits and clearly communicating these to the children in her care.

2. The caregiver should communicate with the parents by exchanging points of view on acceptable behavior and by clearly defining both caregiver and parental expectations.

3. When establishing rules or limits, the caregiver must consider the age of each child.

4. Right from wrong is learned very slowly over a long period of time. Learning begins in infancy and continues through the teenage years.

5. Parents, caregivers and teachers teach right from wrong by their actions and words.

6. The caregiver should be consistent in applying rules and limits from day to day and among all children. Differences in rules for different age groups should be explained.

7. Rules and limits should be evaluated periodically.

DISCIPLINE

By Betty Abedor

Are punishment and discipline the same?

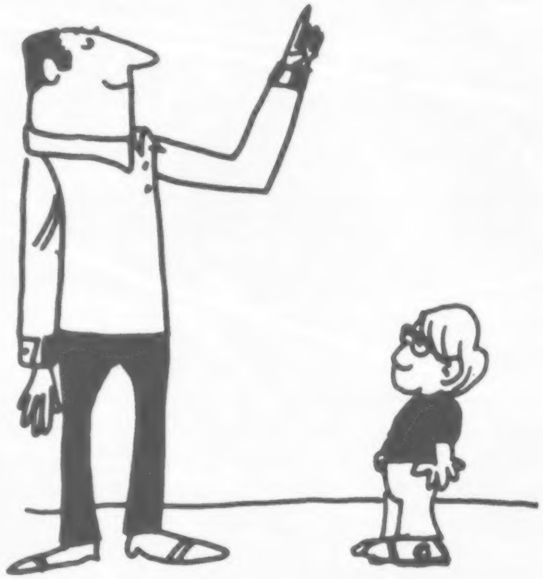
When many people think of discipline, they think of punishment only. They think the two are the same thing. According to this definition, then, a child who violates rules or limits established by parents or caregivers would be disciplined if punished. They would define a good disciplinarian as one who uses punishment to teach children what will or will not be allowed and to keep the child from misbehaving. They also believe harsh punishment such as hitting, kicking, beating, etc. should be used for children's actions they regard as very bad or naughty. By using harsh punishment, they would expect the child to stop behaving in a bad or naughty way and instead to behave in a way the adult would approve.

When an adult uses harsh punishment such as hitting, whipping, beating or kicking, it does not improve the child's attitude toward the adult using it nor does it teach the child the correct behavior or make the child feel better about him/herself. Instead, it builds up fear and resentment in the child. He/she may behave better while the adult is there watching for fear he/she will be punished again. But eventually the behavior will be repeated. The child hasn't learned acceptable behavior and may not act better because he/she doesn't really respect that adult even though he/she may fear the adult. Furthermore, the child hasn't learned to respect him/herself either.

Children over a long period of time are taught what is "right and wrong." For this teaching to be effective, adults must tell the children what is "right" and what they should do. Too much emphasis in the past has been on telling children what is "wrong" and what they should not do.

What must discipline include?

In order to teach a child the standards of behavior set by his social group, there are four factors to consider. These are: (1) rules as guidelines for behavior, (2) consistency of the rules and in ways used to teach and enforce them, (3) consequences when a child willfully breaks the rules, and (4) rewards when a child tries to behave in the way an adult approves.



Who sets the rules?

Rules may be set by parents, caregivers, or by the children themselves. Rules tell a child how someone else expects him/her to behave or how to conduct him/herself in a particular situation. For example, they tell a child what he/she must or must not do in the bathroom, in the play yard, on the way to the family day care home from school, and in the kitchen. In addition, there are rules that must be set for relationships within the family day care home, such as the child may not take another child's toy or other possessions, the child must clean up after him/herself after snacks, and the child must put wheeled toys in the garage after using them.

How can I use rules effectively?

Rules tell children what is acceptable behavior by members of the group, and rules help to restrain undesirable behavior. But for rules to be effective, they must be understood, remembered, and accepted by the child. It is important, then, that a caregiver explain rules in words that children understand. This means that the caregiver will have to explain a rule for a toddler in a much simpler way than when he/she explains the same rule to a school-age child. The caregiver will need to learn to be very specific in what he/she says. For example: A toddler will not be able to follow a long statement such as "You may not take Ann's toys unless you ask for Ann's permission," and will not understand the word "permission." To a toddler say, "No, that's Ann's toy. Here's a toy for you." Even an older child may not understand that the rule holds true for all children in the group. If a child breaks a rule, it may be because he/she does not understand the rule. State it patiently in another way and ask the child to tell or show you what you want him/her to do.

Can I expect children to remember the rules?

Children may not remember all the rules either. For example, if they are told a rule while they are busy playing, they may not pay enough attention to the rule to remember it later. How well a child remembers a rule also depends upon the age and past experiences of a child. With young children preschool age and toddlers, it is necessary to keep repeating the rules almost every day as the child goes about his/her play.

If an older child feels the rules are unfair, he/she will not accept them and may argue his/her point. It is a wise parent or caregiver who takes the time to listen to the child and to evaluate the established rule to see why the child considers it unfair. A younger child may reject a rule because he/she feels it only applies to other children and not him/herself.

Can there be too many or too few rules?

Rules in the family day care home are needed because the situation is similar to but not the same as each child's own home. Since it is the caregiver's home, he/she needs to think through the situation for his/her own children and for those children for whom care is provided. Too many as well as too few rules can make a home an unhappy place. The caregiver needs to evaluate periodically to see if the children are learning what he/she and the parents regard as right and wrong behavior from the rules set in the family day care home. If there are too few rules, the caregiver will probably be very tired at the end of each day from saying "No" too many times to children who test him/her constantly and from trying to keep too many crises from happening. If there are too many rules, the children will appear frustrated also because they cannot remember all the rules and because they may feel afraid to try new activities for fear of breaking rules. They may also appear tense (suck their thumb, twist their hair, masturbate, and bite their nails).

In general, young children need more rules than older children because they have not yet learned what the social group expects of them. Older children often respond better to rules if they help make them.

What does consistency mean?

The rules a caregiver sets will tend toward sameness (which is called consistency) but because children change and grow and situations change, the rules will change somewhat also. There must be consistency:

1. in the rules themselves, which are guidelines for behavior;
2. in how the rules are taught and enforced;
3. in giving consequences and rewards.

For example, if a child is punished one day for pulling another child's hair to get a toy and the next day that behavior goes unnoticed, the child will not learn what is right and what is wrong. If a child uses words to ask other children if he/she can play with them instead of rushing into a group and grabbing toys, and the caregiver comments on how nicely he/she asked the children (and the group lets the child play), this may be very rewarding to that child. He/she will tend to ask before rushing in. But if that behavior, asking, is not rewarded by either 1) acceptance by the children or 2) the caregiver's comment and then acceptance by the children, the child may go back to rushing into a group and grabbing.

Why is consistency important?

Being as consistent as possible helps the child learn the desired behaviors faster. It also motivates the child to behave the way adults want him/her to because they naturally like rewards (or nice things to happen) rather than punishment (restricting, sending the child to his/her room, etc.). Consistency also fosters respect for rules and for those people in authority. All children respect adults, for example, who are fair and who are consistent rather than those who can be persuaded not to punish them by crying and begging.

What do consequences mean?

Natural consequences are events or situations that occur because of a child's action. That is, if the child eats all of the candy on Monday, he/she won't have any on Tuesday. Adults can stipulate consequences for a child's behavior. For example, you might tell a child that "After you put the Legos in the box, we will go to the park." Of course, you must be willing to stay at home if he/she does not put the Legos away. Following through on the consequences is important for children's learning. You are teaching him/her how to behave appropriately. The child learns that he/she is responsible for the consequences of his/her own behavior. Consequences are different from punishment in that they are planned to help the child learn, and are not a result of adult anger and frustration.

What does enforcing consequences mean?

Enforcing consequences means to impose a penalty on someone for an act that they know is wrong. As has been pointed out previously in the discussion on rules, young children may not willfully be doing wrong. They may not understand or they may not have learned the rules yet. As children grow older, it is assumed that they have learned the rules and that wrong behavior is intentional. Older children may not completely understand the rules or they may forget.

The caregiver will need to assess each situation and decide whether the child should be punished or if only a verbal explanation of the rules is necessary. Whatever the caregiver decides, he/she should remember that consequences are only justified when:

1. it has some educational value (it teaches right and wrong and the severity of a wrong act;
2. the caregiver must restrict the child to prevent him/her from doing harm to him/herself, others or property;
3. the caregiver wants to motivate the child to avoid socially disapproved behavior (teach the child what might happen as a consequence if the child does something wrong).

How can I use consequences effectively?

It is recommended that the caregiver use a consequence which has a direct relationship to the act that the adult considers wrong. The following points should help a caregiver in selecting effective consequences:

1. Consequences should be suited to the act (that the adult considers wrong). It should follow as quickly after the act as possible so the child will associate the two. For example, if a young child deliberately spills a bottle of paint on the floor in anger, the child should clean it up immediately. The privilege of painting that day may be taken away.

2. Consequences must be consistent so that a child will know that whenever a rule is broken, punishment is to be expected.

3. Consequences should be impersonal so that the child will not think the punisher is just being mean. For example, "Please don't climb on the table. Feet belong on the floor. Let's find a better place to climb."

4. Consequences must be constructive so that socially approved behavior will result in the future. For example, if a young child bites another, the caregiver should separate the children, comfort and care for the bitten child with first aid. Then the caregiver must make it clear to the biter that the biting of people won't be allowed. "Biting hurts. I will not allow it here. Other children don't like to play with you when you bite." Then get the child involved in a quiet activity like puzzles or water play.

5. With any consequence must come an explanation or reason for it so the child will see punishment as fair and just. For example, to an older child, "Jim, you cannot seem to go into the garage without using Mr. ________'s tools. Unless you ask permission to use those tools first, you will have to stay out of the garage."

6. A consequence must lead to developing control from within the child rather than control from outside. For example, when Billy, age 4, knocked all the blocks down that Susan, Sherrie, and John had used to build a wall, the caregiver said, "Billy, the children don't like to play with you when you knock their wall down. They worked hard on that wall, and you made them mad when you knocked it down. Let's pick up the blocks and help rebuild the wall. Then you can build something of your own. May I watch you?"

7. A consequence must not humiliate or arouse resentments in the child. For example, say, "I can't let you kick me, and I won't kick you either. I want this home to be a safe place for us all." Firmly hold the child until he/she calms down. When the child is calm, you may talk about the situation that caused the kicking or go on about your other business and let the child go on about his/her play. You may need to suggest something the child likes to do and get him/her involved in play.

What does using rewards mean?

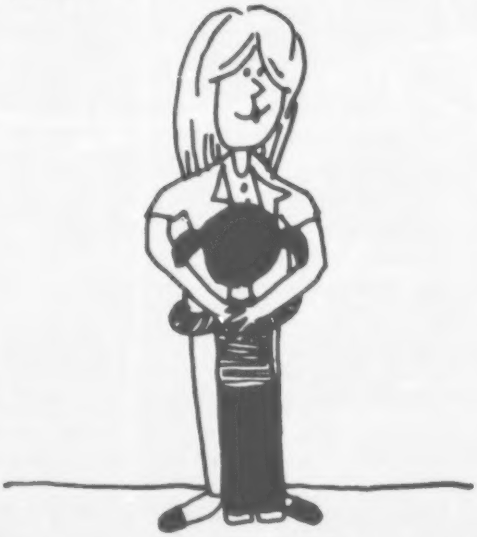
When a person shows some appreciation to another person for an accomplishment it is called a reward. Examples of rewards are a word of approval, a smile, a pat on the back, a hand shake, a wink, a gift, a new article of clothing, a hug or a special treat like staying up late to see a T.V. program or movie. Rewards follow the act (that an adult sees as desirable behavior) and differ from bribes, which are promises of rewards used to get the child to do the act and are given before the act.

Rewards teach a child to behave in a socially approved way:

1. By educating the child and telling the child that his/her behavior is good and acceptable. Like punishment, which tells children their behavior is bad, rewards tell children that it is good.

2. By motivating the child to repeat that behavior which the adult approves. Children want to please adults they respect and care for and who give out rewards. They try to behave in a manner which will bring more rewards.

3. By reinforcing socially approved behavior. Children must find that behaving the way an adult wants them to is worth their while to do so. Rewards must be used to build up pleasant associations with the desired behavior. If a child does not receive a reward, he/she is not so inclined to repeat the desired behavior.



Can I use the same rewards for all the children?

Rewards should be appropriate to the age of the child; otherwise they will lose their effectiveness. Before children can understand many words, for example, praise is not valued but a smile, a hug, or some other nonverbal communication would be. Older children probably would find praise more effective than nonverbal means. It is up to the caregiver to discover which rewards are effective for which child and which are not. If a child repeats the desired behavior, the caregiver knows that reward works with the child. It may not work with another child, however.

What else can I do to get cooperation from children and teach them better ways to act?

Every parent or person who works with children is faced with a number of situations in which he/she wants to get cooperation from children and teach them better ways to act. Here are some guidance techniques or ways of acting which can be effective much of the time:

1. Focus on "dos" instead of "don'ts." Telling a child what not to do does not prepare him/her for what to do or teach the child how to handle a situation in a better way. Translating the "don'ts" into "dos" shows a child a more acceptable way to act. For example, instead of saying "Don't throw the ball," you can tell the child, "Roll the ball on the floor."

2. Build feelings of confidence. It is important for a child to develop a feeling that he/she is able to do things, that he/she is a capable and worthwhile person. A "can do" feeling enables a child to try new things and to approach life situations with confidence. Exposure to belittling experiences destroys self confidence. For example, if a child spills the garbage, a belittling response might be, "Can't you ever do anything right?" A more constructive response might be, "That's a hard job. Next time carry it this way and then it won't spill."

3. Change the environment to change behavior. Wise adults look for the cause of misbehavior. Sometimes changing the environment will solve situations which frustrate children and irritate adults. If a child spills milk at every meal, change the environment by providing a different type of glass. A wide, heavy-bottomed glass will reduce tipping. Or put a small amount of milk in the glass. If this does not work, observe what causes the tipping.

4. Accept the child's decision if you give a choice. Many conflicts of wills develop between adults and children because an adult thoughtlessly gives a choice when he/she is only willing to accept one answer. For example, if you are not going to let a child go outside without his/her coat, you are asking for trouble if you say, "Do you want to wear your coat?" Chances are the child will say, "no". But if you ask, "Do you want to wear your red jacket or your blue coat?" you give a choice so that either answer is acceptable. If there is no choice involved, a simple "You need to put on your coat before you go outside" gets better results.

5. Work with a child instead of against him/her. Caregivers who "work with a child" recognize the child's needs at a particular age. For example, if a youngster wants to pour his/her milk, and it goes all over the table, you need to work with the child by providing a small pitcher so the child can easily pour his/her own milk. Also, marking the outside of the glass with fingernail polish can give the child a guideline so he/she knows how full to fill the glass. The caregiver who forbids, scolds, and punishes a child for wanting to take things apart is working against a child's natural curiosity. A caregiver works with a child when he/she provides some things which can be taken apart and put back together. Care must be taken to provide things which are within the ability of the child to put back together.

6. Listen to yourself and to the children. Caregivers who stop now and then to listen to themselves receive clues about their methods of guidance. If you find yourself saying, "If I've told you once, I've told you a dozen times," stop and think. Obviously this method is not working. It may be wise to try a new approach. Listening gives you an opportunity to check upon yourself, to evaluate and to make new approaches. If you listen to the children, you will also receive some clues about what they have been learning. Often adults are surprised to discover that children are learning something different than they thought they were teaching.

7. Set a good example. Children learn from their day-to-day experiences. An adult who consistently yells at a child is teaching that this is the way to treat other people. Parents and caregivers who show concern for others, who talk through differences in opinion, who respect the rights of children as well as adults, are teaching these concepts to children.

POINTS TO REMEMBER ABOUT DISCIPLINE

1. Good discipline includes rules, rerewards, consistency, and consequences.

2. Children need to learn what is "right" and what they should do as well as what is "wrong" and what they should not do.

3. Discipline gives children a feeling of security by telling them what they may and may not do.

4. Discipline helps children to live according to standards approved by the social group; thus they win social approval.

5. Discipline techniques need to be appropriate for the age of the child and of the type that will motivate the child to do what adults require of him.

6. Through discipline, children learn to behave in a way which is acceptable to adults. This acceptance and love from adults in turn makes the child happier and better adjusted.

7. Discipline helps children to develop a conscience--self-control and self-discipline.

INTEREST IN SEX

By Betty Abedor

Interest in sex is common among all children at all ages, but it is greater when children are together in a group--either in family day care, at nursery school, in kindergarten or in school. The children are frequently together in closer contact than they would be in their own homes or with children in their own neighborhood.

Where do children learn about sex?

Children of all ages are surrounded by sex in the mass media--television, movies, books, comics and newspapers. Ratings of movies and television programs as being "unsuitable for children" only increase children's interest in sex.

They learn about sex in everyday occurrences of life. Children learn from animals they see that bear young, the arrival of a new baby in the family or neighborhood, the appearance of ladies with large stomachs, the affectionate embraces of mothers and dads or teen-age brothers or sisters with their friends, and at the weddings of friends and relatives.

They also learn about sex differences and sex-appropriate behavior from the time they are born. Expectations are different for boys and girls in our society. Though this is changing slowly, children learn many different points of view from parents, peers, school, church, books, magazines, newspapers, television and movies. Sex education in school, which requires special permission from parents, and special sex talks with children behind closed doors at home cause an increased interest in sex, also.

As children grow older, they receive peer pressure to talk about sex, to listen to and tell dirty jokes, and to brag about exploits.

What should I expect of children at different ages?

INFANCY

As early as the first year of life, children explore their own bodies. This is one way that babies learn who they are. They find their hands and fingers, their feet and toes, and their sex organs as well. When children find this experience results in a pleasurable feeling, they touch the sex organs again. They also find their navel and put ther fingers into it and explore the hole. The child is curious about his body and this is normal behavior.

TODDLERS

As toddlers, children learn to name objects and people all about them. They learn they are boys or girls during this process. It does not seem to matter much to them, however, whether they participate in activities appropriate for girls or boys. Toddlers are usually around females more than males, so one might see them copy or imitate what the mother or female caregiver does. Therefore, it is important for the caregiver to think about what he/she does during the course of a day and the types of materials provided for play. Boys and girls will explore all kinds of materials whether they are considered by an adult to be male or female. It is just as natural for a boy to dress up in dress-up clothes and to play with dolls as it is for a girl to play with trucks and balls. It is adults who teach male and female roles by their own actions and through their attitudes and opinions. As a caregiver guides toddlers or preschoolers in a society whose sex roles are in the midst of change, he/she can help them appreciate and understand maleness and femaleness and help them use the correct words boy and girl, he and she. Also, he/she can encourage each child to accept his or her gender by showing an appreciation for each child, whether the child is male or female.

As the toddler is toilet trained, he/she may show some interest in his genitals, but it is of the exploratory type similar to infancy. Otherwise, there is little further interest in sex at this age.

PRESCHOOLERS

During the preschool years, children become interested in learning about where babies come from; why some animals have many babies at one time and humans only have one or two; why male and female bodies are different; why children's bodies are different than adults'; why members of each sex wear different types of clothing; why boys go to the bathroom standing up and girls sit down; why boys have a penis and girls don't; and other similar types of sex questions.

Children this age continue to explore their own sex organs and may begin to explore with a peer of either sex, particularly in "doctor games." Exploration consists of inserting objects into body openings, insertion of the penis into the vagina, direct observation of each other's anatomy, exploring with their hands, kissing, exhibitionism, and comparing masculine abilities in the toilet.

Children at this age masturbate and learn that this produces pleasurable sensations. Preschoolers do not consider this wrong behavior, and so they openly handle and play with their sex organs. They may learn it accidentally or learn it from other children.

Preschool children of both sexes continue to play together and accept each other without making a big deal out of being a boy or girl.

SCHOOL-AGE CHILDREN

Older children want to know what the role of both parents is in producing babies and what the birth process is. They want to know what makes males and females different and what makes adults different from children. They want to know why the social group expects members of one sex to behave and dress a certain way and members of the other sex to behave and dress another way.

Exploration of the sexes diminishes during school-age children. Masturbation is restricted to moments when the child is alone. There is generally more of a shift toward play and association with individuals of one's own sex and a distaste for people of the opposite sex. Boys often like vigorous, active play and highly skilled games, whereas girls tend to prefer quieter activities. However, by 11 or 12, girls and boys tend to have similar play interests again and begin to show interest in one another.

Sex activities at this age tend to be geared more toward talking with friends about sex, and passing on information from parents, books or friends. The information may be geared to fact or dirty stories and jokes. Youngsters also tend to go to pictures or books to get facts they want. Sex education is sometimes offered in middle or junior high school for children ages 11 through 13.

As the child's body undergoes changes during puberty, the child becomes interested in understanding the causes and meanings of these changes. She/he observes the change in appearance on the surface of his/her body: pubic hair, hair under the armpits, breast development, chest hair and changes in skin, i.e., pimples or blackheads. About this time the child realizes that he/she is experiencing new sensations from the sex organs as well. He/she feels differently about him/herself and about members of the opposite sex and is trying to understand what these new sensations mean. Children become preoccupied with all these changes and with sex and are often very self-conscious, especially in restrooms, when they are showering during physical education classes and when they swim. They also become preoccupied with their general physical appearance, which they feel must fit the attractive standard of the football hero or the fashion model.

Older children ask fewer questions about sex, probably because of social pressures. They fear disapproval, punishment or an embarrassed reaction if they ask about sex. But they have questions and will go to peers, books or a respected adult friend for information.

What should I do when the young child asks about sex?

Some general rules might help a caregiver answer questions about sex:

1. Answer the question the child asks and give only what the child asks for--no more and no less. Examples of questions children ask:

POSSIBLE QUESTIONS:

"Where do babies come from?"
"How did I get here?"
"Did I come out of my mommy's tummy?"

POSSIBLE ANSWER: "Babies come from inside the mother's body."

2. Curiosity about sex is just part of the young child's eagerness to learn about the whole, new wonderful world around him/her. Examples of questions or comments from young children:

"Why do I have a hole in my tummy?"
"Why does Tommy have a penis?"

3. Much of sex education of the young child is based on simple information given honestly and directly. It's not wise to put it off with "I'm busy, wait until your father comes for you," or "You're too young to ask about that."

QUESTION: "Who can have a baby?"
"Do only women have babies?"

POSSIBLE ANSWER: Only women have babies--not men or children.

QUESTION: "Does a stork really bring babies?"

POSSIBLE ANSWER: The stork doesn't bring babies.

QUESTION: "How does a baby grow?"

POSSIBLE ANSWER: A baby grows from a tiny dot to full size.

QUESTION: "Does a baby grow in the mommy's stomach?"

POSSIBLE ANSWER: The baby grows inside the mother, but not in her stomach where the food is.

QUESTION: "How does the baby get out?"

POSSIBLE ANSWER: He comes out through a special opening.

QUESTION: "Does everyone have a mother and daddy?"

POSSIBLE ANSWER: Everybody has a mother and father.

QUESTION: "Why does Jack have a penis?"

POSSIBLE ANSWER: Boys and girls are different. Jack is made exactly as a boy should be.

4. If a child in your care masturbates occasionally but has many interests and seems happy, try to involve him/her in something else, but don't make a big deal over it.

It is normal and natural for young children to handle their sex organs. If they do so often, it may mean they are tense and worried. You can seek help in finding and removing the cause. Usually children masturbate as they fill an idle moment because it feels good or the little boy wants to make certain his penis is still there. It may mean he has to go to the bathroom.

Toys, games, play and conversation are healthy substitutes, but it's wrong to tell a child he/she will hurt him/herself or that you won't like him/her anymore or slap or tie the child's hands. The only real harm in masturbating is when an adult makes a young child feel guilty, ashamed or frightened. It's a natural reaction to a young child.

How should I warn children of potential danger from molesters?

Caregivers should caution children to go directly to and from school without talking to strangers. If there is a group of children in your care, they should be encouraged to walk to and from school together. They should be told to go to the nearest house for help should anyone try to pick them up or approch them. The caregiver should also discuss this subject with the parents of all the children in his/her care and also with the nearby school. The symbol, Red Hands, in windows of at least one house on a block signals a child that that house is a refuge. This symbol will deter molesters. If the public school in your neighborhood has not implemented such a plan, the caregiver might suggest it.

What should I do if I suspect child abuse?

If a caregiver suspects child abuse--any kind of harm or threatened harm to a child's health or welfare which is non-accidental physical or mental injury, sexual abuse or maltreatment--he/she is required by law to report it to the Protective Services Unit of the local county Department of Social Services.

He/she should give them the names, ages and addresses of the children and parents or other persons responsible for their care. The caregiver should also describe what was seen, heard or observed which caused him/her to suspect the children were abused.

How should I communicate with parents about children in my care?

As a caregiver works with children in his/her care, he/she learns what to expect from those children. It is as important to keep in close communication with parents of older children as it is with parent's of infants. The caregiver does need to remember, however, that older children may confide in him/her about subjects like sex which are very important to them but are difficult for them to talk to their parents about. The caregiver needs to be aware of this double bind--to be a confidant to older children but also a responsible adult and caregiver of someone else's children. There may be times when the caregiver has to decide how much to keep confident and how much to share with parents. He/she can neither afford to betray a child's trust nor afford to withhold information a parent may need to make a wise decision regarding the child. There are no easy rules for a caregiver in this situation. The caregiver must do what is best for the child and remember to tell the child what has to be done and why.

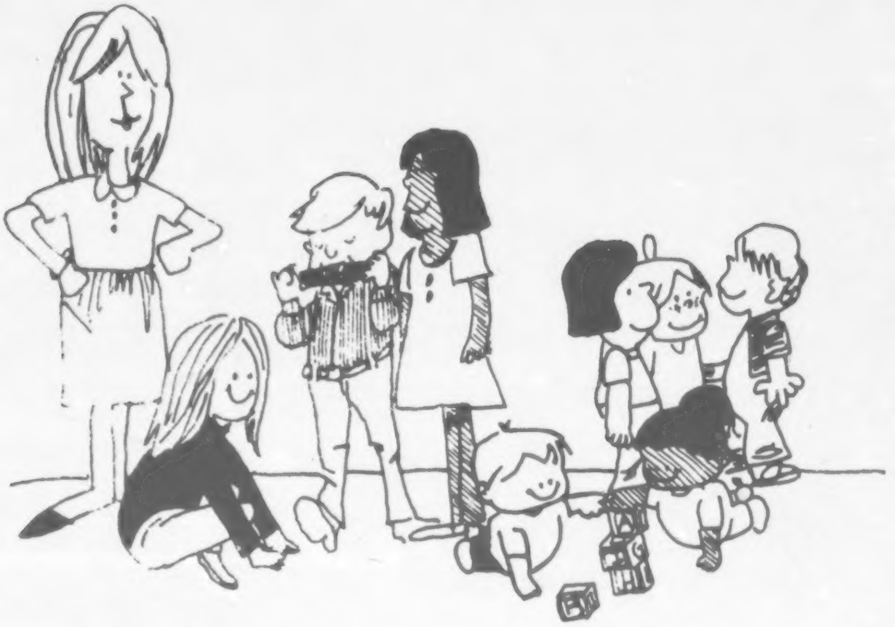
What should I do when children are investigating one another's bodies?

Jane and Billy, age 5, were playing in the playhouse set up in the playroom. There was a stove, cabinet with sink, refrigerator and doll bed there with blankets and dress-up clothes. When Mrs. Brown walked in, Jane and Billy were partly undressed and both looked a little guilty. Mrs. Brown was surprised.

Mrs. Brown realized that the children were trying to satisfy their sexual curiosity. So she quietly suggested that the children get dressed and find something else to do. Later she took each child aside privately to talk. She told each of them that it was natural to be curious about how boys and girls are made but that there are better ways than looking and playing games to find out. She suggested that they could talk to her or to their mothers or fathers. Mrs. Brown did not want to make the children feel guilty, ashamed or frightened. She did want them to know that she would answer any questions they had and that they could feel comfortable about asking her.

This is appropriate action for children of this age and in this type of situation, but what is appropriate for one age child and in one situation might not be for another. In day care centers, nursery schools and family day care homes in which there are several preschool-age children, it is common practice for boys and girls to use the toileting facilities together. So three-year-old boys find it interesting and fascinating to observe girls urinating. This is a normal expression of interest in sexual differences at this age. However, when children reach about five years of age, they prefer privacy and a closed door during toileting. The caregiver and other children should respect this desire for privacy and modesty. It would be unusual for an eight-year old, for example, to want to watch members of the opposite sex urinate.

IV. Summary



SUMMARY: CHILDREN 2-12 YEARS OF AGE

AGE 2

Appearance	What the Child Can Do	How the Child Gets Along With Others	Activities to Encourage Growth and Development of the Child
Has added about 75% of birth length to height Is almost four times birth weight Legs and arms growing faster than trunk and head	Builds tower of 6 or 7 blocks Turns book pages easily Puts spoon in mouth Holds glass in one hand Takes off clothing Puts on simple clothing in own time Runs well Walks up and down stairs alone Kicks large ball Jumps 12 inches in length Leaps with one foot in front of the other Pushes and pulls toys Scribbles	Whines and cries often Demanding Wants to make own decisions Usually doesn't share Enjoys playing near other children but not with others Watches others Self-centered Inflexible and rigid by 2 1/2	Practice skills: walking, running, jumping, climbing, sliding, bouncing, rolling, kicking balls Provide plenty of space Encourage language in singing, simple stories Pat-a-Cake, Peek-A-Boo Simple finger games Nursery rhymes Play dough, finger paint

SUMMARY: CHILDREN 2-12 YEARS OF AGE (Cont.)

AGE 3

Appearance	What the Child Can Do	How the Child Gets Along With Others	Activities to Encourage Growth and Development of the Child
Growing slowly compared to infancy Average yearly weight gain is 4-5 pounds; height, 2-3 inches Full of energy	Builds tower of 9 blocks and bridges of 3 blocks Catches ball with arms straight Copies circles Draws straight lines Unbuttons clothing Puts shoes on Pours from pitcher Can balance on one foot Walks up stairs alternating feet Rides tricycle Jumps from bottom stair Climbs ladders, jungle gyms Swings - can hold on with hands Walks on tiptoes	Eager to try new experiences Beginning to cooperate and can take turns Plays beside others but is growing interested in playing together Wants to please and needs encouragement Whines and cries May have "make believe" friend and shows much imagination Curious and wants to find out how toys work Tension expressed in eye blinking, thumb sucking, nail biting Just beginning to use words to argue	Encourage imagination and imitating in: movement, singing, stories with props such as dishes, dress-up clothes, dolls, doll clothes Develop eye-hand coordination: bouncing ball, puzzles, pegboards and pegs, Tinker Toys, blocks Practice skills: climbing, pulling, pushing, riding wheeled toys, crawling through Provide tools and encourage self help in: dressing, feeding, setting table, watering plants, feeding pets Encourage langauge in: stories, songs, finger games, answer questions Encourage art: painting, crayons, chalk, colored pens, large paper, paste, paste and paper, clay, play dough

SUMMARY: CHILDREN 2-12 YEARS OF AGE (Cont.)

AGE 4			
Appearance	What the Child Can Do	How the Child Gets Along With Others	Activities to Encourage Growth and Development of the Child
Doubled birth length Arms and legs continue to lengthen	Cuts on line with scissors; makes designs & crude letters Dresses self, laces shoes Catches ball with elbows in front of body Throws ball overhand Runs better than at 3 Can walk on balance beam or walking board Gallops, climbs down small ladders and steps using alternate feet Pumps him/herself on swing	Plays in small groups of 2-4 children Shares sometimes and will need adult encouragement Imaginative, curious; wants to learn Has difficulty telling what is real or pretend Active and may be aggressive in play; may try to get away with things he should not do Enjoys group activities more than before Likes to talk and ask questions; may use naughty words May be bossy or show off	Sorting buttons, rocks, flowers by size & color Encourage pretend activities: being mothers, daddies, doctors, nurses, grocers, shoppers, policemen, mailmen, beauticians Provide props: dress-up clothes, empty food containers, etc. Encourage acting out stories; read to the children Encourage simple games which improve skills: "See how far you can hop. See how high you can jump."--avoid comparing with others Provide variety of art work & simple games: Lotto, rhyming games

SUMMARY: CHILDREN 2-12 YEARS OF AGE (Cont.)

AGE 5

Appearance	What the Child Can Do	How the Child Gets Along With Others	Activities to Encourage Growth and Development of the Child
Slow bodily growth; arms and legs slender Much better coordination than younger child Tires easily due to so much activity	Copies designs, letters, numbers, squares and triangles Folds paper into double triangles Ties shoes, fastens buttons he/she can see Likes movement; skips, hops on one foot 10 or more steps; climbs down large ladders alternating feet; walks straight line Catches small ball with elbows at side	Begins to tell what is real and what is pretend Likes to talk; is friendly Better able to control him/herself Observes adults and wants to do what they do Likes to help around the house Asks interesting questions Curious Enjoys group activities and likes to plan projects that may continue for several days Cooperates with other children Begins to have sense of humor Begins to think through and solve simple problems Can usually settle arguments with words	Encourage body movements with music, stories, rhythms, skipping to music or rhymes Play simple folk games Encourage running, jumping, balancing, climbing, jungle gyms Play games which teach "right and left" such as "Put your hand on your nose. Put your left foot on the red circle" Sort objects by size, color, shape, texture, weight Encourage art activities Provide puzzles, sewing with large needle and thread Count objects, identify numerals Read and act out stories, rhymes Provide props for pretending: dress-up clothes, toy cars, buses, trucks, trains Provide tools for clean up: sponges and buckets, broom, mop, etc. Provide tools for building: hammer, saw, screwdriver, soft wood, nails with large heads, glue, etc.

SUMMARY: CHILDREN 2-12 YEARS OF AGE (Cont.)

AGES 6-8			
Appearance	What the Child Can Do	How the Child Gets Along With Others	Activities to Encourage Growth and Development of the Child
Slow, constant growth, loss of baby fat High activity Boisterous and fidgety	Has more strength in arms and legs Has better coordination than younger child and practices using eye-hand movements Can play simple games with rules Can ride two-wheeled bicycle Likes to make things: cookies, simple plastic toys Can help around the house: running errands, helping prepare meals	Very curious; wants to know "how, why, who, when, where" Interested in learning meanings of letters and numbers Learns to be cautious about activities Wants to act independently Sensitive to criticism or disapproval Learns to solve problems Asks more questions Talks with peers rather than adults Moody--will argue and try things on own, can change quickly to being cooperative and sweet Wants parental approval Beginning to want peer approval Prefers children own age Wants to play with friends of same-sex Becomes more critical of self and others	Encourage practicing skills: catching, kicking, batting, rope climbing, running Encourage games which require cooperation and team work: kickball, dodgeball, swinging statues, relay races, obstacle courses, run sheep run, follow the leader, I spy, tag, fruit basket Provide materials for arts and crafts: clay, play dough, plastic, odds and ends for collages, paints and brushes, needles, threads and fabric scraps, wood scraps, tools Provide materials to make puppets and props for pretend play--block construction, cooking, gardening, pet care Encourage personal grooming habits by providing container to store comb, brush, tooth-brush, lotion, deodorant, soap, shoe polish, hair ribbons, curlers, nail files, fingernail clippers

SUMMARY: CHILDREN 2-12 YEARS OF AGE (Cont.)

AGES 9-12

Appearance	How the Child Gets Along With Others	Activities to Encourage Growth and Development of the Child
Girl Begins to show rounding and softening of body Begins to be concerned about body May begin to menstruate May begin to grow rapidly in height	**Girl** Talks about boys Has small group of friends--gets angry then makes up	Provide time and space for quiet, for homework, or for reading or writing Encourage hobbies: collecting stamps, car and plane models, rocks, specimens in nature such as wild flowers, insects, etc. Provide a place for arts and crafts: painting, sculpture, paper, clay, sewing, knitting, weaving, wood working Encourage cooking projects Encourage personal grooming habits Provide board games: checkers, monopoly, etc. Encourage older children to assist with younger ones or assign special jobs of interest Provide other games: jacks, marbles, pick-up-sticks and tiddley winks which require eye-hand coordination Encourage interest in music Encourage participation in group activities: baseball, basketball, football, scouting, 4-H, relay races, swimming, hiking, skating Encourage reading, provide selection of good books--like mystery, adventure, animal stories, stories about sports and heroes
Boy May care little about appearance--rough on clothes, careless about cleanliness May begin to mature sexually-voice change, obvious body hair and odor May begin rapid growth in height	**Boy** Teases, jokes and shows off for girls Chooses one best friend and group to play with	
Boys and Girls Increase in appetite--may be accompanied by weight gain May seem awkward	**Boys and Girls** Increased self control Begin to notice what is acceptable for own sex Friendly and cooperative with adults Have friendships with same-sex children Independent but may want attention from adults--particularly parents Begin to be more emotional: argue, become touchy, unpredictable--also can be cooperative, friendly and pleasant Opinion of peer group is very important	

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*For additional information call or write to the State of Michigan, Department of Social Services, 300 S. Capitol Avenue, P.O. Box 30037, Lansing, Michigan for a copy of "Licensing Rules for Family Day Care Homes."